

The Clearing House

A journal for modern junior and senior high schools

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 19

JANUARY 1945

No. 5

Building Up Your Program of CONSUMER Education

By

EDWARD REICH

IT'S HERE TO STAY. It's not a frill and it's not a fad. It's the reading, writing and arithmetic of living, that's why it's here to stay.

Some of the fanatical folks pushing it have no notion of the treasure they've dug up and they're still haunted with the dishonest business man and how the consumer gets gypped in the market place. Consumer education is not negative education.

We've had it for hundreds of years in varied forms, adapted to the prevailing spirit, philosophy of living, or just plain needs. We've been educating for hundreds of years those people who thought they could use what we were giving them. What was thought most useful has naturally varied from generation to generation and from place to place. At one time it was philosophy. At another Latin. At another social studies.

Make no mistake. Consumers are not essentially buyers of goods in the market

place, either by definition or by practice. A consumer is a *user*. Everybody *must* be a consumer. Where choice enters is here: A consumer may use wisely or foolishly. Of course, in order to use, you've got to have. And what you have, you may buy in the market place. But not all the things you use do you buy in the market place. Man uses food, but he may very often produce it himself. Man uses time, his democracy (too occasionally, alas!), a park, a museum, home life, himself—and they are sometimes of far greater significance than the *things* bought in the market place, and used to fill a *physical* need. To say that *consumer* and *purchaser* are identical is to give the world *prima facie* evidence that your consumer education has not been appropriately defined.

Let's put our blocks together and do a bit of preliminary building. Affirmative education throughout all history has tried to develop intelligent *users* of our world (or what *they* thought were intelligent users). They always wanted to live better in this world or the next, didn't they? They adapted their education to their philosophy of living. To sanctify *their* realities, as a golden past worthy of "learning", is to overlook the simple fact that *they were* just giving a brand of consumer education to the consumers of their day.

EDITOR'S NOTE: Dr. Reich, former high-school teacher of consumer education, is now in charge of the Wartime Consumer Education Program of the New York City Public Schools. He is a director of Consumers Union, and is founder and editor of Consumer Education Journal.

Our world has changed to a degree. Our consumption patterns have changed to a degree. We've accomplished things with science and art that are different. We're different consumers. *More of us* are consumers of the wonderful things in this world than were consumers a thousand years ago. Affirmative education owes every individual adequate *consumer* education for *today's* world. And I don't mean Trivium and Quadrivium. I mean education in the use of the wonderful things of body and spirit around *us*, education in the use of *our* realities.

We've made a little progress towards definition, often a very hateful word. Many folks are terribly insistent on exact scientific definition. Tell them exactly what God is. Define love. Photograph spirit for them with your camera. Otherwise you're talking through your hat.

The assiduity with which some folks work on definitions stifles the imagination they can expend on understanding. A definition can have uninspired accuracy or be just a nice, clean breath of fresh air for the soul of the teacher. I don't herewith favor vagueness—just don't become mechanical. Don't make a wooden twelve-inch ruler out of an idea that deserves to be loved.

Here's a definition that should hurt no one's feelings even though we can't profess love for it: *Consumer education is that total of experiences which favorably influences the habits, understandings and attitudes of the individual as USER of the tangibles and intangibles in his environment.* Tangibles? Well, you eat food, use money, wear clothes, don't you? Intangibles? Yes, you do recognize the healthful effect of appreciating beauty, wisdom, religion, home, democracy.

You've got to be hard-headed about the business of educating—particularly towards consumer education. Consumer education is wild-fire or just a wet matchstick. No principal and no curriculum council can just put consumer education into the curriculum. You've got to feel and see this

thing with a deep appreciation of our times and our people. You've got to learn to think of *users* of your education. Who are the users? You've got to scrape off ancient weathering—considerable "education"—and come face to face with the slightly domesticated, slightly civilized human being under all the historic accumulation.

Without trimmings, man is a *consumer* of many things in his environment and a *producer* of a considerably fewer number. He's a consumer for an entire lifetime, a producer for considerably less.

If we are educating for living, then we must be educating for competent consumption and competent production. But, we certainly can't educate in brief, formal schooling for the consumption of *all* the riches of life. We have to issue priorities.

The key to the problem of consumer education lies in the distribution of priorities. What are first things for *use*?

Well, what good are we if we haven't achieved optimum in physical and mental health? Well now, what will give us optimum? We can debate that, but there are definite indications, as we obtain a philosophic overview of the modern sciences, that the key to optimum is the well worn one. *We've got to know how to use food, clothing, home, family, health, leisure and the rest more wisely to achieve optimum.* We've got to have larger concepts of their interrelationship.

Practical consumer education requires a kind of educational BASIC SEVEN diet (to borrow something). The Basic Seven of the consumer education diet, then, would be roughly this:

1. Food education—understandings, habits, attitudes, aesthetics, social problems (science and art)
2. Clothing education—ditto (science and art, relationship to health)
3. Home and housing education—ditto (spiritual and physical problems of family and house)
4. Health education—science and art of health
5. Leisure time—science and art
6. Money management—ditto
7. Social-consumer problems (the consumer and

society, using democratic living, building adequate social relationships for use, using government)

After the Basic Seven priorities it doesn't matter much. Give the young folks whatever you like. Then it's similar to serving the basically well-fed person. Let him have caviar, if he wants it, or a bar of chocolate. But you wouldn't start him on caviar or a bar of chocolate any more than you start your children's day with either, would you?

You're going to say of this plan: Well, that's exactly what we have!

Indeed you have! You have been educating consumers right along. But your orientation has been, in too many cases, rather mysterious. You have been "educating", producing "educated" people, whereas there should be unity in the program and the unifying force of all common education should be the *consumer*, the *user* of your product. At him you are directing your school. To improve his lot physically and spiritually you organize your activities, whether he be in your school at the moment or in your community.

The Basic Seven looks easy until you find out what you've been neglecting and stressing, how you've distorted your consumer, and leaned on ancient learning, how poorly your techniques have served the consumer and the community.

Has your English course taught reading as a leisure-time activity? Do your science students know the pteridophytes or their own stomachs? How prevalent are the sore-throat whispers or colds in the classroom? Are you teaching a miserly thrift or is purposeful spending their thrift goal? Do pupils know all about the Federal Housing Administration or are they cooperating in getting rubbish out of the community and their homes, planting a few trees here and there, painting a fence? Are they using their time in front of the ice cream parlor or in a sport, or making a social-community contribution?

Sound consumer education uses new approaches, aims at new goals, ramifies

through all acts *useful* to the individual and his community and produces a maximum of *wisdom in use*. Consumer education is flexible. It may change quickly as the individual and the community requires. It adds, drops, modifies. It takes into account all the people living right now and right here. It should be, and who knows, it may be someday, the product of a town meeting led by the principal or the superintendent of schools.

We started on *modus operandi* for the school, but you note how soon it refuses to stay in the school. Therein people recognize the major problem in consumer education. It refuses to be a subject. It doesn't want to become inert. It doesn't want to get into a plan book or a schedule.

It's got the missionary bug. It wants to *do*. It doesn't want to waste itself. It sometimes says: Say, if the basic 7 foods are good for all of us, why don't all of us get them? Of if drug Y is dangerous, how come Dr. Jones sells them in his drug store? Sometimes a social-consumer problem makes folks angry at a Congressman.

It's a healthy sign. Education has come to life. My own greatest thrill came when a teacher said to me: "So long as I taught physiography nobody ever argued back, but now that I teach consumer education I get arguments even from the parents." At last, the parents are interested in what's going on in their schools on the intellectual side.

The schools have little to worry about. We're learning that we must settle problems like human beings who either respect one another's dignity or fight to kill. We'll choose the more intelligent procedure in education, too, and men will bow to the right, even if for reasons that are not always moral and noble. Maybe the teaching profession will begin to attract fewer of the timid, vacant souls.

Within the school, a principal can employ many devices to develop the desirable consumer orientation.

1. *The curriculum committee.* Many schools have a committee of teachers whose duty it is to keep the curriculum up-to-date, flexible, stimulating. They might take the question: Where, in our present set-up, can we teach the Basic Seven of consumer education, making sure that every one in the school is reached?

2. *The separate course.* Some schools have adopted the one-year consumer-education course and filled it with a diversity of consumer information of value. It's a beginning—but its basic error lies in separating consumer education from the basic educational philosophy. All other courses are still considered as education, regardless of their consumer significance. The orientation of the school remains *outside* of the course. Thus, instead of integrating a personality, the philosophical orientation has a tendency to dissipate it.

Earlier, our contention was that consumer education is a unifying force in all education. Making a course of it denies the essential significance of the entire philosophy. But some schools are less concerned with philosophy, and so the choice of a separate course is not without practical value.

3. *The consumer counselor and advisory committee.* In some schools this method has worked out satisfactorily. One teacher on the faculty, especially interested in the consumer field, forms a committee of grade leaders or subject matter teachers, and acts as its chairman. At meetings, grade leaders and subject matter teachers discuss the topics each can handle, and techniques for correlation. The consumer counselor develops a library, seeks out new topics, parcels out activities. The committee may issue periodic releases to all teachers, prepare a manual, bibliography, and list of topics, and provide a clearing house for ideas.

Where does consumer education belong?

A common question is: What year?

An easy answer, in accordance with our philosophy, is: Everywhere, in every year,

all the time. I have a six-foot window shade, divided up vertically into the seven areas of consumer education and horizontally from kindergarten through the twelve years and then into adult education—about one hundred boxes in all. In each box I have the topic that would be desirable in that year and for that area. Pull the shade down to year five and look across the seven boxes and you will find what might be taught in year five under the seven headings mentioned a while ago. All you need is an old window shade.

Where does the producer come in?

A consumer orientation of the curriculum doesn't at all preclude the producer aspects of education. After all, if you're interested in bifurcating and dichotomizing, it's a cinch. Man is a producer and a consumer, isn't he? What else can you think of? He does both as an individual and as a social being. If you want to educate him, stick close to the natural bifurcation.

But bear in mind that producer and consumer are just two sides of the same penny and inseparable as such, except for the fact that we spend more of our lives as consumers and prefer pretty generally to enjoy the processes of consumption to the job of producing. Good education faces that reality and gives producer training a subordinate, but still sufficiently important, position.

Some day we shall grasp the full meaning of the idea of education for the century of the common man. We shall discover that at heart the common man wants to use this great, beautiful world around him to make him happy—and not much more. We shall try to show him how he can achieve "optimum" in it, physically and spiritually. We shall not tell him, "learn" him, teach him. We shall show him how he can *use* all that nature has blessed us with and all that man has discovered in science and art. We shall be educating him.

FOR OUR VETERANS:

Oneonta High offers credit-toward-diploma plan,
informal study room, and correspondence courses

By ROBERT G. ANDREE

While in the military service I have an opportunity to continue my education by correspondence study through the Army Institute. The Army Institute, established by the War Department at Madison, Wisconsin, offers 64 courses itself and has arranged with 76 cooperating universities and colleges to offer nearly 700 more.

Will the Oneonta High School grant me credit for approved courses satisfactorily completed under the Army Institute? If so, what subjects do you recommend that I enroll for?

Very truly yours,

THAT SERIES OF PHRASES has come to the author's desk fourteen times in the last three months. A powerful change is coming over some of the boys who left our high schools in the early excitement of the present war.

Writes a sergeant in India, "This is a smart man's war. I intend to do my best to earn my high-school diploma." Another from France writes, "As you can tell by

—■—

EDITOR'S NOTE: *The author points out that the statements and articles so far issued on high-school credit for military study and service have offered no light on the main problem—that of establishing a working plan in the individual high school. In this article he presents the complete plan of Oneonta, N. Y., Senior High School, of which he is principal. Dr. Andree writes: "I think the most significant part of it is our board of education memorandum. I now have boys all over the world working on the Oneonta Senior High School diploma. I also have a number of discharged veterans who are ready to begin work here on their diplomas."*

this letter, I did not pass in English. But I do want to get my diploma."

Across the threshold of my office have passed a Greek refugee with one year of schooling in America (interrupted); a P. N. (psychoneurotic) with an IQ of 83; a discharged Marine; a "blue-slip" lad, discharged without honor. These and thousands of others are in need of that vital spark necessary to the getting and holding of a job, to the gaining of new confidences in their community. Regardless of the ultimate meaning of a diploma, it does help to provide that spark; it helps to gain new confidence. America is a land of "tags", and the tag of having earned a high-school diploma weighs heavily with these boys.

We have had the statements of the American Council on Education¹ and articles in some of our leading professional journals on this matter of secondary-school credit for military study and service.² These are wholly inadequate for those who are wrestling with the problems as the boys begin to write and come in. Now we have had added to an array of explanations on credit the recent American Council publication, *A Guide to the Evaluation of the Educational Experiences in the Armed Forces*.

Thus we have the very valuable exploratory articles, and the end result in a publi-

¹"Sound Educational Credit for Military Experience", *Bulletin of the American Council*, February 1943; and "Secondary School Credit for Educational Experience in Military Service", *Bulletin of the American Council*, October 1943.

²Shailer Peterson, "USAFI Examinations: Credits Toward High-School Diplomas", *THE CLEARING HOUSE*, September 1944; and Harold O. Speidel, "Let Them Graduate", *THE CLEARING HOUSE*, May 1944.

cation of 1944, without hitting the main problem: *How can the individual local school evaluate the experiences of its former pupils so that the colleges will be satisfied on the one hand, and the state boards of education (who in the same instances issue diplomas) on the other?*

The answer lies in separate resolutions of individual boards of education, these resolutions carrying some unanimity with the acts of other boards . . . so that each local problem can be handled locally, with a minimum of red-tape and delay that any central agencies could create.

THE CASE OF PAVLOV

Pavlov was a bright lad when at our school. But he had Russian parents who did not appreciate the value of an education. They forced him to leave school at the end of the 10th grade. Today he is a T/Sgt. in the Army, with three years' experience as instructor in Supply. But he has no high-school diploma, with no hope of getting one because the state law requires him to have one year of American history and four years (preferably) of English.

Pavlov will never come back to the secondary-school classroom. But he has had several courses for which we could award high-school credit. When he enumerated his courses, they were evaluated as follows:

Earned at Oneonta High School:

English	2 units
Algebra	1 unit
Geometry	1 unit
Latin	2 units
French	1 unit
—	—
	7 units

Credited from Army Engineer Instruction Courses:

Map Reading	1 unit (Mech. Dr.)
Camouflage	½ unit (Art)
Bridge & Road Construction	} 1 unit (Physics)
Chemical Warfare	
Compass	
Explosives & Demolitions	

Hygiene & Sanitation	1 unit (Health)
Supply	1 unit (Gen. Record Kp.)
Administration	1 unit (Bus. Law)
	—
	5½ units

Courses to be pursued:

English Literature	1 unit
H-91-H-92	
American Literature	1 unit
H-92-H-94	
American History	1 unit
Mathematics (adv)	1 unit
French	
C661	
C681	1 unit
	—
	5 units

However, we could never have done this with existing educational machinery. We needed action from the local board of education, which came in the following form on September 12, 1944:

The Oneonta Senior High School will award credit to its young men who have experienced service in the Armed Forces of the United States on the basis set forth below:

1. Basic training

The Senior High School will allow one credit only for service in the United States Armed Forces providing the boy remains in training one full year.

2. Credit allowed for off-duty courses

(a) Any course studied while off-duty, having the same requirements as a high school course, will receive full credit.

(b) Any course studied off-duty which requires at least 150 hours of work in that course will receive credit provided the applicant can submit proof that he has passed a recognized examination by the United States Armed Forces Institute or by a college giving such examinations.

3. In-duty training courses

(a) Any course which has a "carry-over" value into civilian life will be credited toward a high school diploma.

(b) An applicant must submit a minimum of 150 clock hours for each course studied.

(c) An affidavit for the studying of such courses must be signed by the Commanding Officer, or the Adjutant.

4. Minimum credit allowed

Any former student of the Oneonta Senior High School, or any person wishing to complete his secondary school education in the Oneonta Senior

High School, may increase his number of units earned until he has fulfilled the requirements for graduation from the Oneonta Senior High School.

5. Awarding of diplomas

(a) When a member of the United States Armed Forces has fulfilled all requirements, a letter will be sent him to that effect.

(b) A regular Oneonta Senior High School diploma will be awarded formally at the next regular high school commencement in June.

6. Credit for physical education and health

Any Oneonta Senior High School student who has served in the Armed Forces for one year or more automatically completes the requirements for physical education and health.

7. Status of present seniors

(a) Any senior boy may earn his diploma before leaving for service in the Armed Forces provided he is passing (mark of 75 or better) at the time he leaves for induction, and provided he has completed the third quarter of the year's work.

(b) Such seniors must remain in school and in class until they receive formal notice to report for induction into the Armed Forces.

The Board of Education of Oneonta sets up the above requirements for its high school diploma but cannot guarantee that such requirements will also fit those for a Regents diploma.

But the memorandum still didn't solve Frank's problem:

THE CASE OF FRANK

Frank is a P. N. who served about eight weeks in the army. Now he is discharged without honor, with no hope of getting money through the G.I. bill for any refresher courses or for continued education. Frank has warned us that, although he needs help badly, he will not return to the classroom.

We are ready for him because we know, in spite of all the rules we have, that the

most important event in his life will be the reward of an *earned* diploma. Because industry will continue to use the high-school diploma as a tool for sifting him when the market begins to get tight, we must do things for him *now*. We must hold open the means to earn that "diploma" tag so necessary for his well-being later on.

Frank needs supervised study to earn that diploma, too, in a room decidedly not a classroom, in courses of his choice, that may or may not be offered in the present high-school curriculum.

We now have such a room in which to study, for men like Frank. Easy chairs, proper study tables, informality, and a man to supervise; a typewriter if he needs it, bookcases, files; a rug on the floor, a lamp to study by.

We have the course Frank wants, too. The whole field of correspondence study is open to him through an arrangement with leading correspondence schools. For a few dollars, Frank will study the course of his choice, pass, and get credit for it.

Let schoolmen accept the challenge:

1. We need a vigorous policy that goes much further than present school and state machinery allows.

2. We need a liberal policy that will allow boys to *earn* their diplomas. Merely giving a diploma to a lad hinders him in his next educational or vocational step. It does not help him.

3. We need a "local" program, with local means of handling the problem, and with local determination of a unified policy toward veterans. Perhaps the publication of the preceding board memorandum will fill that need.



Child Labor Fallacy

It is a peculiarity of the American people to believe that a problem has been solved when a law has been passed, or regulation made, which has to do with its solution. So it is with the question of child labor. Children have been employed in the

past when it was profitable to exploit them. Laws were passed to correct this abuse. Now that it is again profitable to exploit the labor of our boys and girls, the law means but little.—CHARLES E. HOWELL in *Illinois Education*.

THREE-BRANCH

*A Unit Plan
reorganization*

Student Government

By JOHN M. BREWER

WILL A NUMBER of the readers of THE CLEARING HOUSE each be willing to invest one cent in sending a postcard to the writer, or the editor, answering the questions given at the end of this article? If so, we will undertake to tabulate the results and publish them in a later issue of the magazine. Thus we may understand each other better on this important matter of student government.

The expression "student council" seems to be the be-all and end-all of student government today, a term usually unexplained but one which, upon investigation, seems to carry legislative, executive, and judicial functions all in the one body. Moreover, the chief document of student government is still a "constitution," although the whole plan is obviously a grant of power by the faculty, exactly as towns and cities are given *charters* by our state governments.

The fact of the universal use of the term *charter* for municipal governments—charters which reserve many powers to the state and sometimes to counties as well—is a suf-

ficient answer to the worry in school circles about faculty interference on the one hand and student excesses on the other. In Massachusetts the state governor even appoints the Boston chief of police, and cases are on record where, on account of financial difficulties, fiscal affairs of cities have been taken over by state commissions.

The writer can think of no legal organization in the U.S.A. which is completely autonomous. Our federal constitution is in itself a charter or grant of power, and obviously the states are limited by the constitution, having given up even the right of resignation from the federal government.

This lack of independence is known to all intelligent citizens, and there should be no need to explain to anybody that "student government" is appropriately limited. But would the word *charter* help both pupils and public in developing the right concept of what we are attempting to do?

About the matter of the three functions, a recent helpful report seems to assume that legislative, executive, and judicial functions are separated in our federal and state constitutions but not in municipal charters. But is there any really democratic organization which does not separate them in one way or another? Even the British constitution, while it allows the members of the Cabinet (a very small minority) to vote in the House, makes them execute only as directed by the constitution and the House of Commons; in fact they resign if their actions are not in accordance with the will of the House.

The city-manager plan likewise separates legislative and executive functions: the city manager, although appointed by the coun-

EDITOR'S NOTE: *The author points out that student councils are about the only democratic governing organizations that have legislative, executive, and judicial powers vested in the same group. In this article he offers a plan for separating the three functions, and explains his belief that student government should be operated through a charter rather than a constitution. Dr. Brewer recently retired from his position as associate professor of education in the Graduate School of Education of Harvard University, Cambridge, Mass.*

cil, can have nothing directly to do with legislation, and the council cannot interfere even in the selection of personnel, for the executive duties are under the sole charge of the manager. (The commission form of government was an unfortunate experiment in combining legislative and executive duties, but has only proved conclusively that they cannot be efficiently combined, one reason being that the voters cannot be expected to choose good technical executives.)

Since the three processes of (1) deciding,

(2) carrying out decisions, and (3) checking on the results are always necessary in any comprehensive unit of democratic government, there can be no escape from clear-cut understanding of legislative, executive, and judicial functions. Since, also, no two of these can very well function simultaneously, but rather come in necessary sequence, and since each requires a special ability, there seem good grounds for separating them in our plans, and assigning each function to a different agency.

DEMOCRACY IN THE SMALL

A Plan for Organization and Administration

Officers elected periodically: perhaps president, vice-president, secretary, and treasurer. Elected annually, through general election or by subordinate groups: members of the legislative council, and one member of the judicial board. Organization votes on laws and any other questions. In schools, a teacher elected by faculty may serve on each division. General meetings at least every month.

LEGISLATIVE COUNCIL

From 5 to 20 members, depending on size of the organization; dates of elections staggered. Vice-president as chairman.

Powers and duties:

Propose laws and rules to main body
Authorize minor organizations and committees
Appoint heads of major organizations, from nominations by cabinet
Prepare and adopt budget
Vote emergency expenditures
Choose own clerk
Report all actions to main body

EXECUTIVE CABINET

8 to 15 members, each representing a major organization, plus president, secretary, and treasurer.

Powers and duties:

Insure the smooth operation of the regular or routine business of the organization
Receive and approve procedure rules of committees and other groups
Coordinate work of various groups
Conduct elections and voting on laws
Appoint members of groups and committees
Nominate heads of all major groups, to council
Appoint heads of all minor groups
Vote or approve routine expenditures
Report to main body

JUDICIAL BOARD

3 to 5 members, elected by whole body, or by council. Term 3 years.

Powers and duties:

Investigate, inquire, and inspect
Receive complaints and proposals for change
Audit all accounts
Handle cases of discipline
Recommend upon proposed changes in charter and by-laws
Report to main body or to any group

Note: An alternative plan would be to allow the council to legislate for the organization, with a provision for initiative and referendum on petition of ten members.

Legislation involves a code of laws well classified, relating in turn to grounds, auditorium, hallways, classroom, lunchroom, playground, to and from school, and the rest. Such a code may begin with a digest of the city laws relating to schools and pupils and similar rules of the board of education. To avoid government by the "dead hand" it might be a good plan to have all laws come up for reconsideration every eighteen months or two years.

Since parliamentary law is the means by which we can disagree gracefully, some of its simple rules should be taught. A good plan is a ten-minute practice at the beginning of an oral English class, confining this work under usual circumstances to the common motions, such as amendment, referring to a committee, postponement, closing debate, laying on the table, adjourning, time for next meeting, and point of order, and allowing only serious and important topics for the practice.

The common mistakes made by executives are so numerous that a few schools have organized classes for officers. Such a class might be opened to officers of clubs as well as student-body officers.

Judicial functions are of course handled in municipalities by judges who are appointed by state and county officials, though the lower court judiciary are sometimes members of the city government. The judicial board or committee can be of great value in a school or college, especially when wise and understanding students are chosen for it. It seems possible that the highly controversial set-up of adult courts may ere long be subject to drastic modification: trials in equity by informal methods point the way. Schools will do well to experiment a little in better forms of judicial procedure.

As an example of what the writer has in mind at the present moment, subject to later amendment, the accompanying plan is offered. On this too criticism is invited. It is to be hoped that no one will be misled

by "Let's keep the plan simple." Centralization and autocracy are simple; democratic government necessarily involves some complexities. Its great value as an educational agent is that it gives exercise in cooperative relationships similar to those of lifetime experience: conference, debate, advantageous compromise, choice of personnel, delegation of duties, teamwork, and the judging of results.

There are many good reasons for a civics class for the entering students of any school or college, and for emphasizing in such a class orientation toward student government, its structure, laws, personnel, spirit, and procedures. Likewise, ample opportunity for the classroom discussion of student affairs should be provided continuously.

Our questions follow. For convenience they are all worded for a "Yes" answer if the point of view of this article is favored. But of course the writer invites a large "NO" when there is disagreement. Our brief and somewhat dogmatic statement needs critical evaluation.

1. Is it more logical to call the main document a charter rather than a constitution?
2. Is it a good scheme to separate the legislative, executive, and judicial functions by having different bodies for each of these duties?
3. Should the pupils be taught to legislate: to maintain a code of rules for standards of conduct for themselves, and a code of procedures and customs for the government?
4. Should parliamentary law be taught?
5. Should there be classes for the better performance of officers?
6. Is it well to avoid the excitement of courtroom controversy in the handling of cases of discipline?
7. Should schools and colleges have an orientation class in student government for all entering students?
8. Would the plan here proposed be likely to succeed?

Teaching the Spirit of

DEMOCRACY

*A brass-tacks report on
how one teacher does it*

By LUCILLE BLAHNIK PLEWE

WHEN I PICK UP a professional magazine, I don't like to find articles that tell me what to teach. I'd rather know how. Take this "democracy in the classroom" business, for instance. Many silver-tongued convention speakers have eloquently told the massed classroom teacher that *she must bring democracy into her daily lessons!* And the listening teacher, having been told, walks away wondering, how?

We all agree there's a place for American ideals in our schools. But did you ever try to teach them?

Textbooks won't do the trick. Pupils will read them, if you motivate them into it or say they have to do it to pass. (That is, some of them will!) But reading about democracy isn't teaching it.

Discussion won't always do the job. Some pupils will juggle those fundamental rights around as proficiently as a wartime politician. But telling isn't teaching.

Testing with paper and pencil is a poor measure. The test of the lesson is in the use of it, not the regurgitation. Witness the boy who received "A" on his constitution test, yet violated every fundamental right implied in that document in his corridor behavior.

How, then? It is procedure rather than content which carries the real concept. For

it is only when the pupil participates in democratic undertakings that he arrives at an understanding of how democracy works. Only by *living* the democratic spirit and by *observing* it in operation within the classroom can our democratic ideals become a functioning part of young philosophies.

How then, you ask, can you plan, for example, a procedure that will enable you to teach English and still convey the concomitant values in citizenship?

First of all, you, as a leader, must know where you wish to go. Do you, yourself, really understand this spirit of democracy? For it is a spirit. Do you understand that it is neither a gift, nor a form of government, *but something to live up to?* Success of a democracy is based upon the willingness of the individual to accept his responsibilities to himself and to the group plus the ability of its citizens to think clearly about the problems which face it.

Here, then, are your two obvious approaches: Responsibilities of the Individual and Clear Thinking. Let us now see how it is possible to present them to a yawning, seventh-period class of freshmen.

RESPONSIBILITIES OF THE INDIVIDUAL

We spend too much time emphasizing and enumerating our freedoms and not enough time impressing upon pupils the corresponding responsibilities that must be assumed by individuals, if those freedoms are to function.

Democracy is a spirit and it is not an easy task to live up to it. In fact, it might be well to emphasize that it is more often the hard way, because it insists that we

EDITOR'S NOTE: Mrs. Plewe's first paragraph is such a good Editor's Note that we refer readers to it. The author formerly taught at Washington High School, Two Rivers, Wis.

subordinate our own impulses in favor of patience or suspension of judgment.

Understanding Ourselves

A citizen of a democracy has obligations other than voting and respecting laws. He has, primarily, the obligation of understanding himself in order that he may fit himself for democratic living. The pupil should be made aware of his own emotional reactions and be guided into analyzing the causes of them. Any teacher who can stimulate boys and girls into presenting ideas and then get those same boys and girls habitually asking *themselves* why they have those particular ideas, is certainly on the right track.

I know of no better way to teach an awareness of one's own mental and emotional processes than through the debate. Debate is for the above-average pupil. But I believe that all pupils should be given the privilege of participating in some type of forum session in which debatable propositions are brought forward and uninhibited discussion encouraged.

During such a discussion one will find, easily enough, evidences of democratic liberties functioning, or being checked. Concentrate the pupil's attention on his own remarks. Ask him to search them, himself, for the "democratic spirit." Is the spirit truly democratic in essence? Or is there a tinge of intolerance, a hint of prejudice? And why? Always the why.

If the competitive spirit is not allowed to degenerate into petty fighting, most pupils will enjoy a class debate. The pupil who will not respond is, generally, the slower pupil, and for him the therapy of creative writing should not be overlooked. He can often be led to self understanding through it. By creative writing I mean writing whose substance is highly personal to the child. He chooses his own material and his own form. Because self understanding is essential to self expression, creative writing can help the slower pupil to re-

solve emotional conflicts and achieve some semblance of integrity.

Expressional experiences help us to identify ourselves. It is the slower youngster who can profit from a lesson of this nature (as well as the good student), since inner unity and internal coherence are aims which are often more relative to his needs than those of the brighter group, and since emphasis is not placed primarily on grammatical accuracy and mechanical skill, things which usually trouble him.

Self understanding can be achieved to a satisfying degree through self analysis of ideas and emotions, a recognition of our own prejudices, and a search for causes.

Understanding Others

Self analysis, then, is one way to self understanding. And self understanding is one way to help you understand others. Through self understanding we grow more tolerant of others. We learn to put ourselves in the other fellow's shoes. Seeing our own infirmity, we can forgive the weakness of our brother. For, as Shakespeare wrote, "One drunkard loves another of that name!"

How can you teach youngsters to put themselves in the other fellow's place?

First, children must be made conscious, constantly, of their own attitudes. This is the teacher's major responsibility. Always emphasize the importance of pupils' attitudes toward one another. That is the real field of social and civic consciousness. A child who senses that the civic, democratic, socially acceptable thing is also, and almost invariably, the *kind* thing, is rare. Challenge the group with this thought and then daily refer back to it as circumstances afford you opportunity.

Second, use literature as one medium for your objective. Urge the boys and girls to put themselves in the place of some character in a story you are reading together. Urge them to cultivate the habit of identifying themselves with personalities in

the plot. No longer is Henry Kubak just Henry, but Long John Silver. How would he feel, if he had only one leg? No longer is Jane Hornitz just plain Jane, but Ellen, the Lady of the Lake. How would she feel towards Roderick Dhu?

Third, dramatics can help us put ourselves in the other fellow's place. The very nature of dramatic art requires the participant to have some understanding of human beings. Instead of "acting out" plays and reading lines, encourage the young actor to *be* for the length of the skit or play the character he is attempting to portray. There will be a tendency to abandon self consciousness and later you will notice a pronounced appreciation of individual differences.

CLEAR THINKING

In order to think clearly you have to analyze all your thoughts and apply a principle of rational selection to them until a pattern of meaning and inter-relatedness unfolds. Silly as it sounds, you cannot think through your hat! You have to *know* something about the subject of your thoughts. Or, better still, more than something. Clear thinking has two parents: knowledge and commonsense. Commonsense might be inhereant, but knowledge implies effort.

I cannot emphasize too strongly the superior value of debating as a means of teaching clear thinking. A question of timely significance should be chosen and its implications realized by the group. Then comes the period of material-gathering, of getting the pupils to read, read, read and listen and be aware of everything that has some bearing on the question.

That's the hardest, since before pupils have this informational background there is little incentive to be on the lookout. Preliminary discussions of pros and cons help to kindle the flame of curiosity. You've got to get them *wanting* to find out more about the question. And they will. The more they find out the more eagerly they look for addi-

tional material. The background begins to take form, fact-gathering becomes easier as the accumulated data gradually take on a clearer meaning. Details work themselves into a series of stimulating, situational mosaics.

Then comes the issue finding, the real question analysis, the searching out of points so vital to the proposition that unless they can be proved, or disproved, there is little debate. This entails a finer analysis of major ideas and a working out of the supporting arguments.

The ultimate test of a debater's adaptability comes finally, in the rebuttal. Here he learns how to correlate not only one side of an argument, but two sides. He learns how to maintain the courage of his convictions when confronted by opposition. He is bound to acquire, in addition, some measure of poise, sportsmanship, good taste, tolerance and a balanced sense of values, an understanding of the breadth, the depth, the vastness and the littleness that human knowledge means or can mean. Above all, he gets an insight into the processes that precede clear thinking.

The teacher has other opportunities to stress clear thinking. All writing projects should be associated with it. Writing is the giving out of thought. Before you can give a thought, you must have it first, yourself. Before you can write anything, you must *think*. Thought is superior to words. Thought is superior to everything else in English. Without thought, there is no meaning. Without thought, the medium of language is like an empty truck, rattling along a highway, but communicating nothing.

Refuse to allow pupils to write long, wordy themes, neatly margined, nicely punctuated, but saying nothing. Do not even grant them a grade for the appearance. Until they realize that thought comes first and all these other things are added to it, they have not learned one of the basic laws of good citizenship.

Put it that way to them. Let them know what you are evaluating and why. Don't make a secret of these objectives. You are ostensibly teaching grammar, short stories, and *Treasure Island*, but you are really striving also for an enrichment of human resources. Reiterate this aim daily, varying it through many little situations that ordinarily have been thought common.

REWARDS

The daily effort to live democratically within the classroom will be rewarding. Here are just a few of the natural outgrowths:

More consideration for others. Pupil attitudes become more wholesome as the give and take of social intercourse is stressed. There is a pronounced awareness of the power of words to injure. Even the inflections of the voice, one learns, contribute to good democracy.

Better class cooperation. Group work advances in proportion to the pupils' understanding of day-by-day democracy. There is a greater willingness to listen to the other fellow, to "hear him out" as we learn to respect the right all men have to their opinions. Eventually, rebuttal springs through habit from analysis (or, at least an

attempt to analyze) rather than from prejudice or opinion alone.

Leadership. A two-fold meaning of leadership emerges: respect for ability proved and the need for intelligent following, continual analysis.

Liberties. Finally, our liberties will be seen in the light of our corresponding responsibilities—and always in relation to the other fellow.

IT CAN BE DONE

All this, and more, it is possible to achieve within the classroom. It can be done. I know a few rare teachers who have been accomplishing it for years. Without exception, they have shifted the emphasis from teaching to living. And I don't mean by that that they set up artificial learning situations in which to do that living, either.

"Put down your bucket where you are." Use the democratic *spirit* for rope—and pull. It's a strong rope, but you, the teacher, must hang onto it every minute, throughout the verbs and the adverbs, the nouns and the pronouns.

Time and time again, the bucket will come up, filled—and refilling your own heart with a renewed faith in man and his great dream of someday achieving that abiding peace among all peoples.



Bright Group, Dull Group

Schoolmen have tended to preen themselves on the high mental calibre of their students. The attitude is typified by this gem: If you ask me to teach the low IQ group, I would not be among my peers, you know; why not let the teachers with low IQ's teach the low IQ group?

Under our present set-up, the bright group represents the lesser challenge. That is the group which, if turned loose in the library for four years without a teacher, would come out at the end on the collegiate level. When an administrator today boasts that his school caters only to the brightest minds, he probably is not fully aware of the implications of his statement.—FRANK BARMACK in *High Points*.

Credit Education

Education set the stage for victory. America's contribution to victory for the United Nations is characterized by the miracle of war production and by the superb courage, stamina, and resourcefulness of her fighting forces. The tremendous production of American factories and farms is due to skills of management and labor springing largely from the American system of universal public education. The American fighters who are displaying such loyalty, ingenuity, and hardihood are likewise products in large measure of the American public school. The number who have received a high-school education or more accounts to no inconsiderable degree for the ability to meet the vast demands of mechanized warfare.—*Virginia Journal of Education*.

The POSTWAR

*A blueprint
for planners*

Secondary School

By

KIMBALL WILES

A GROUP WORKING at New York University has developed the following guide list as an organized statement on the many possibilities for improving and strengthening the secondary school for the postwar era. Although the literature of the field was surveyed, many of the proposals are conclusions drawn as a result of our individual and group thinking.

THE POSTWAR SECONDARY SCHOOL

A. The Purpose

The objectives of the secondary-school program should be:

1. To develop thinking individuals
2. To give each youth a vocational skill
3. To give a knowledge of American and world life
4. To develop healthy citizens
5. To develop techniques of democratic participation
6. To develop skills of collecting information
7. To give each pupil a philosophy of life
8. To give adequate guidance
9. To develop loyalty to democracy
10. To teach fundamental skills



EDITOR'S NOTE: *The suggestions offered here by Dr. Wiles and his group seem to be based rather solidly upon either actual trends in secondary education or successful practice in secondary schools that are leading the way. Dr. Wiles was a member of the faculty of the School of Education of New York University. He is now field representative of the National Safety Council, Chicago, Ill.*

B. General Characteristics

Changes in the secondary school should include:

1. Better libraries and greater use of them—the library becomes center of school
2. More use of visual training
3. Greater differentiation of pupil programs
4. More teacher-pupil planning
5. More creative teaching
6. More adequate physical facilities
7. Curriculum for a wider age group
8. More flexible curriculums
9. Emphasis on fundamental skills
10. Greater cooperation with community agencies
11. More democratic pupil-teacher relations
12. Services available to all pupils to include:

- a. guidance (educational and vocational)
- b. extracurricular activities
- c. work experience
- d. placement
- e. health services (nutrition, dental, medical, psychiatric)
- f. camp experience (physical hardening, nature study).

C. Organization

1. More flexible form with gradual break from the semester plan.
2. Greater curricular differentiation with student body of schools of city divided into following groups: pre-arts college, pre-technical college, technical institutes, trade schools, cultural institutes.
3. Variation in length of curricular programs. The terminal curriculums, the institutes and trade schools, should continue five years beyond junior high school instead

of the three for pre-college curriculums.

4. Graduations should be eliminated, with pupils leaving secondary school when they pass pre-college comprehensive exams or are prepared for jobs.

D. Administration

1. Schools should become more integrated with the community through increased cooperation with other community agencies and the establishment of special advisory boards on new educational undertakings.

2. Democracy in internal administration should be increased by use of more teacher committees, and greater responsibility for pupil-faculty governments.

3. More effective advising or counseling should be initiated.

E. Teacher Personnel

1. The teacher should have:

- a. Definite philosophy of education
- b. Ability to think and plan
- c. A sound background of information
- d. A love of children
- e. Ability to coordinate school and community activities
- f. Mental and emotional health.

2. Teacher training should be revised to give:

- a. More non-academic experiences
- b. Experiences with children in other than classroom situations
- c. Skill in guiding individual work, pupil-teacher planning, counseling and committee work.

F. Relationship to Higher Education

1. Integration of higher education and secondary education should not be achieved by dictation of higher-education associations.

2. Admission to institutions of higher learning should be based on tests in basic skills, health examination, intelligence tests, and evidence of emotional stability, strength of purpose, and ability to profit by additional training as recommended by secondary-school faculty.

3. Far greater percentage of youth should receive advanced training in a far greater variety of institutions of higher learning.

4. The secondary-school pupil should be given guidance that includes: information about types of schools and careers possible through each; a picture of his strength and weaknesses as reached by aptitude tests and teacher evaluations; counseling of parents in ways to assist child.

5. State scholarships should be extended to a greater number of pupils with the amount of aid given dependent upon status of family and the type of school.

G. Place of Federal Government

1. The Federal Government should increase its financial support of secondary education.

2. The major portion of Federal aid should at all times be granted on a basis that tends to lessen inequalities of opportunity among states and within states.

3. All Federal aid should be granted on the general principle of cooperation and without coercion.

4. Federal funds should be especially provided to aid states in financing broad educational undertakings of general national significance.

5. Federal funds should be used for an expanded program of adult education.

6. Assistance from the Federal Government should be granted for:

- a. Reading Materials
- b. Transportation
- c. Scholarships
- d. Teachers' training and educational personnel
- e. School construction
- f. Administration of state departments of education.

7. Funds should be granted on condition that:

- a. No discrimination is made among groups in state in utilizing funds
- b. Schools remain free of political domination
- c. Certain minimum standards (including medical care, adequate buildings, trained personnel) are met.

H. Relationship to Industry

1. Greater unity of philosophy in education and business should be sought.

2. Greater use should be made of citizens' advisory boards (including representatives of industry) by state departments of education.

3. The school should provide opportunity for industrial work experience on a co-operative basis as an integral part of the school curriculum for many pupils.

4. Community industries should be organized to provide part-time work situations for in-school youth preparing for definite vocations.

5. Secondary schools should seek to place graduates in positions for which they have been trained during their school career.

I. Place in the Readjustment of Veterans and War Workers

1. The typical secondary school is inadequate for retraining of veterans.

2. Special secondary schools should be organized with short-term courses and newer training techniques.

3. Areas in the curriculum of special secondary schools for returning veterans should include: job information and skills; home management and family relationships; health; leisure-time activities.

4. Federal funds should support special secondary schools for veterans.

5. Large responsibility for reconversion of skills of war workers should rest with secondary schools.

6. USES should outline skills needed in peace industries and schools should maintain open training for all who want it.

7. The training based on industrial need of community should be used as basis for establishment of sound adult-education program.

J. Place of Military Training

1. If compulsory military training is instituted it should be at end of secondary school.

2. The physical-education program should work toward conditioning the individual for rigorous military training with proper emphasis on physical conditioning and the teaching of health.

3. Tests and measurements should be set up by an advisory council for the Army and Navy in accordance with future demands upon physical condition and strictly enforced by local supervision (not ignored as in the past).

K. Curriculum Changes for World Citizenship

1. Educators should achieve greater clarity concerning basic concepts of world citizenship they wish to teach.

2. Negative propaganda toward races and cultures should be eliminated.

3. Teacher-training institutions must acquaint future teachers with agencies and literature designed to portray the part played by various cultures in the building of American and world civilization.

4. Teachers should create educational situations in which members of different racial groups work together.

5. If the teaching of world-mindedness to children is to be effective the schools should work for similar attitudes by adults through parent associations.

L. Adult Education

1. The state departments of education should be organized to give adult education parity with other phases of the educational program.

2. The local adult-education program should be under the supervision of the local board of education and an adult council formed to advise the board.

3. Although in the majority of communities the high-school administration must be responsible for adult education, the program should be operated on a separate budget.

4. The adult classes should be taught by specialists, craftsmen, leaders of community

affairs, and outstanding teachers. If the teachers of adult classes also teach during the regular school day they should receive additional compensation.

5. When new school buildings are built they should be planned for use both by adults and children.

6. The adult-education curriculum should be designed to meet the needs of the individual community in three general areas:

- a. Technical—to meet technical information or skill (industrial and agricultural) requirements of community
- b. Contemporary problems—current affairs and community problems
- c. Recreational—art laboratories, little theater, gymnasiums.

M. Counteracting and Preventing Delinquency

1. The school should provide counseling assistant for pupils' personal problems.

2. The school should provide an after-hours activities program: based on pupil desires; sufficiently varied to attract most; for all young people of community; well planned and organized; and flexible enough to change as needed.

3. Instruction should be provided in parent education which includes principles of homemaking, family relationships, child care, and child psychology.

N. Health and Safety

1. The school health program should provide an annual medical examination,

Fishing Trip Is Better

One teacher has stated that he can teach his pupils more on a fishing trip than in school, because he can make them relax, trust him and regard him as a regular fellow. By being one of them, he can bring them out of themselves. Teachers should have first of all, the quality of being friendly; their training should be built around that characteristic.—A high-school graduate, quoted by CHARLES PUFFER in *Maine Teachers' Digest*.

adequate dental and medical care, a balanced diet through free meals, where necessary, and a well-rounded intramural sports program.

2. Programs and facilities for the discovery and correction of health defects should be provided.

O. Teaching Techniques

1. Teaching procedures should increase:

- a. Purposeful pupil activity
- b. The development of the thinking process
- c. Pupil participation in planning the class-work
- d. Pupil participation in class activities
- e. Small-group and individualized study.

2. Content should be adapted to needs of class and individual.

3. Job instruction techniques developed by training within industry should prove helpful in drill for development of skills.

4. A much greater use should be made of motion pictures and other visual aids.

P. Evaluation Techniques

1. Evaluative techniques should be used as a basis for planning future work.

2. Evaluation should be on an individual basis.

3. Evaluation should include a wide sampling of evidences of growth.

4. Pupils should participate in the evaluation.

5. Self-evaluation should be stressed and encouraged.

Education, the Bargain

School people have too long neglected the bargain concept used in the business and professional world. Consumers surrender more readily portions of their income when they realize they have bargains in prospect. Public education, therefore, should enter this competition for a fairer contribution of the consumer's dollar, using a carefully conceived and well developed benefit basis.—N. S. HOLLAND in *Texas Outlook*.

The Bradford Program of READING Instruction

By

STELLA H. SPRAGUE

WITH THE EXTENSION of earnest attempts on the part of schools "to educate rather than to eliminate even the slowest learner"—to quote Willard E. Givens, Secretary of the National Education Association—the enrolments in our high schools have increased rapidly in the past few years. Side by side with the increase in numbers came a corresponding sag in the level of reading ability.

This problem is not peculiar to Bradford. From high-school teachers in all parts of the country we hear the complaint, "My pupils cannot read their materials." The complaint in itself is not new, but the idea that the correction of the difficulty is the responsibility of the subject-matter teachers in the secondary schools is a fairly new point of view.

Reading is no longer regarded as an ability to be mastered once for all time—such as swimming. Rather, we believe it to be a cumulative skill involving many levels of proficiency. In the elementary grades we aim to develop interest and to establish certain basic skills and correct reading habits which are entirely adequate for performance on an elementary level but which need further development and refinement when the pupil is confronted with new and difficult material in junior high school.



EDITOR'S NOTE: *Reading instruction in the junior and senior high schools of Bradford, Pa., follows an organized pattern which is explained in this article. The author is director of secondary education in Bradford.*

Pupils do not simply "learn to read"; they learn to read materials or subject-matter of varying kinds and types. A child may read well in one situation but be totally unable to do so when given new, unfamiliar, or technical material.

Secondary reading instruction varies from the elementary in several respects. A few of the goals we have set up for achievement in junior and senior high schools are as follows:

1. A much more extensive vocabulary.
2. An increased ability to organize ideas gained from reading.
3. Greater depth of understanding—not vague impressions.
4. More extensive fact-getting technics, such as selecting the central idea, getting the gist, finding facts pertinent to a given problem, summarizing.
5. Greater ability in appraisal and evaluation (as to accuracy and quality).
6. An increased ability to remember and apply ideas gained.
7. Greater facility in attacking new words.
8. Growing mastery of longer, more complex sentences.
9. Increased power of concentration.
10. Greater ability in making correct, intelligible records or reports on reading.
11. And last, but by no means least, the development of an attitude of wanting to know.

Because of the full program of the junior-high pupil we have attempted in Bradford to integrate the teaching of reading with all other subjects. We have organized reading in three divisions.

First, we have a reading teacher, a specialist in her field, who conducts classes in reading for all seventh- and eighth-grade pupils. The Iowa Silent Reading Test scores indicate those pupils who need corrective work on basic skills or on elimination of poor habits. The pupils are then divided into *interest groups* and a topic is chosen for work. A preliminary appraisal is made of the pupil's information about the subject, and interest is stimulated by pictures, current articles, magazine and radio reports, films, slides, etc.

Questions on the subject which would guide purposeful reading and study are listed. Pupils are provided with material on varying levels of reading difficulty pertinent to the chosen topic, and they are guided in their search for other supplementary reading. The library is used extensively and groups are assigned there for specific reading.

The second way we attempt to develop reading ability in junior high school is through the supplementary recreational reading program, which is directed by the English teachers. Various types of motivation are used. There are free reading periods, in which classes are scheduled in the library, or read independently in their classrooms. They are entirely free to read according to their interests, with the guidance of the English teacher. Class discussions of books read, book displays, book clubs, and similar means are used to stimulate wide outside reading. Interesting book lists on various levels are prepared by the librarian for the use of pupils and teachers. Card records of the supplementary reading of each pupil are kept.

The third way in which we seek to improve the reading of the pupils is by placing upon each homeroom teacher the responsibility of guiding her pupils in their application of reading skills during study. Pupils cannot acquire in general reading experience all the abilities needed for the various subjects. Some subjects, for example science

or mathematics, require unique skills applied in an entirely new manner. Only the subject-matter teacher can achieve the best results in developing the skill through the use of it. For example, civics, history and geography teachers using the *Junior Review* as basic material encourage a wide reading of current events.

All pupils from seventh through twelfth grades are given the Iowa Silent Reading Tests. Their general reading levels are thereby established and are available to the teachers, so that better adaptation of materials to pupil needs is possible.

The philosophy underlying the reading procedures in senior high school is clearly set forth in the English course for the tenth year: "Working on the assumption that the library is the 'hub of the school', all tenth-grade pupils are taken by English classes to the library, where a comprehensive training in the use of the library facilities is given by the librarian working in cooperation with the English department."

A free reading program similar to the one used in junior high has been established for all recreational reading. Records kept by teachers indicate that in most cases good readers do more and better reading under this plan than when a set number of books are prescribed. To quote the head of our English department:

"It was found all too often that the minimum became the entire number. The levels of books vary from Zane Grey to Alexander Dumas, according to the interest and ability of the reader. Teachers have found that many poor readers have been led into more desirable reading habits and choice of books by individual guidance into progressively richer areas. The anthologies which are provided for all pupils contain many varied selections of above-standard prose and poetry, which in themselves tend to improve the taste of the reader and to broaden his interests."

Remedial reading in high school is done in the English classes, wherever the need is

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apparent. Reading for the main idea and for specific detail; speed and comprehension tests; use of magazines such as *Scholastic* and certain popular periodicals; consistent word-study; vocabulary development; are all ways by which the teachers attempt to improve the ability of the poorer readers.

We have a wealth of appropriate materials, including anthologies, magazines

and recordings, and we recognize that a successful campaign against low reading ability requires the coordinated efforts of all school agencies—administrators, supervisors and librarians, as well as teachers and pupils. With this philosophy in mind Bradford schools are progressively becoming a place where "every teacher is a teacher of reading".

* * * FINDINGS * * *

SCIENCE: The average high-school science textbook seems to have a couple of thousand different "difficult words", on which special vocabulary work may be needed, according to a synthesis of various investigations, reported by Francis D. Curtis in *Journal of Educational Research*. The average biology textbook has the largest number of different difficult words (3,019) but the smallest number of difficult words that are mathematical terms (81). Physics textbooks have the lowest average number of difficult words (1,407) but the highest average of difficult mathematical terms (159). Chemistry and general science come in between those extremes on average of difficult words (1,901 and 2,109 respectively) and also on average of difficult mathematical terms (90 and 103 respectively).

QUARRELS: Family quarrels can have an influence on a pupil's school progress and on his character. To investigate this matter, reports Harold H. Punke in *School and Society*, the author had questionnaires administered to 7,021 high-school pupils in 9 states. About 10 schools in each state cooperated. Quarrels between parents and between parent and child were considered, and pupils had to decide for themselves what constituted a quarrel, since a quarrel's effect on them was the main consideration. General result: 68% of the pupils reported no

quarrels; 26% reported 1 to 5 quarrels a month; and 6% mentioned 6 or more quarrels a month. In Oklahoma and California, apparently, from 50 to 75% of the families quarrel, while in Georgia and Wyoming less than 25% do. The author studied those states in various lights, but got no clue to the difference. The 3 major causes of quarrels between parents were: economic factors, 44%; social life of children, 21%; and personal habits of spouse, 16%. The two major causes of quarrels between parents and children were: social life and friends, roughly 40%; economic factors, roughly 30%. Mothers under 43 and fathers over 56 seem most inclined to quarrel with children. Some 17% of the girls and 9% of the boys reported that they expected not to marry. There seemed to be no clear relationship between this drastic intention and quarreling in the home.

LANGUAGES: In 1917, "practically all of the pupils in the New York City high schools were enrolled in foreign-language classes," says Theodore Huebener in *Modern Language Journal*. In fact enrolment in foreign languages exceeded total school population by more than 10%, because many pupils studied more than one language. In 1942, the school population had multiplied almost by four, but enrolment in foreign languages had dropped to about half the total school population. In 1917, German was the popular modern language, with an enrolment of more than one-third of the school population. In 1942 it had dropped to a minor place, with an enrolment smaller than that of Italian. From 1917 to 1934, French boomed steadily up to a record enrolment of 70,000—more than one-fourth of school population. But a sharp decline in French enrolment, beginning in 1940 (when France was defeated) left French in second place in 1942. Riding on the "Good Neighbor" wave, Spanish topped the other foreign languages with an enrolment of almost one-fourth of school population.

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

Some Questions for Teachers of the MENTALLY RETARDED

By LOUIS STEIN

DO YOUR FELLOW TEACHERS say it's "depressing" to have to teach mentally retarded children? Do they feel that a kind of mysterious teaching goes on in your classroom? Do they complain that your pupils seem aimless and lazy?

Take a personal inventory and see if you haven't helped indirectly to encourage the negative opinions your colleagues have about your work with mental subnormals:

Do you gripe about your special class being so much harder work than "normal" classes? If you can't help griping, go get yourself a normal class to teach for the sake of your own mental health. You can't do an enthusiastic job feeling sorry for yourself.

Do you let your co-workers believe that many mentally deficient pupils are *inherently* lazy? Remind them that laziness is common to all children—especially when it's a school task that a pupil is unable to do or which he dislikes. A lazy pupil usually indicates a lack of interest.

Do you oralize about the apparent deficiencies and disabilities of your retarded pupils? Forget these and try to find their assets. If one of your boys is a good harmonica player, give him plenty of oppor-

tunity to demonstrate it. Use his instrument as a means of adjusting him to the school—or adjusting the school to him. Even mental subnormals enjoy the feeling of "belonging".

Do you bore your colleagues at lunch daily with talk about *reading* being your number one problem with these mentally deficient? It isn't true, really. Of course Joe's a poor reader. That's one reason he's in your group.

Try to make reading a *part of the other subject-matter*. The next time a retarded pupil has difficulty with an arithmetic problem try this: read the problem to him slowly and let him get your voice inflections. Ask him to watch your lips as you read. Then ask him to read the problem to you. If he surprises you—that's the incident to relate at lunch time!

Do you tell your principal that your discipline is more difficult to maintain than in normal classes? He won't be impressed. Your discipline is what *you* make it. You might have the same discipline difficulties with a normal group.

Do you fail to challenge the teacher who tells you it's a waste of precious money to provide education for the mentally handicapped? That they won't amount to anything because they're too dumb? That most of them will eventually become public charges?

A vocational analysis demonstrated that it takes a mental age of five or six to do wrapping, labeling, or simple packing; a mental age of seven to run errands; a mental age of eight to do cutting, stacking, or folding; a mental age of nine to do sewing or assembling; a mental age of ten to make

EDITOR'S NOTE: *For the past nine years Mr. Stein has been teaching classes of retarded children in the Cleveland, Ohio, Public Schools. His questions and comments probe many of the sore spots in this special field of work, and uphold its dignity and importance. The author is now on a leave of absence, engaged in graduate study at Columbia University, New York City.*

ornamental jewelry. This study was based on an analysis of 2,649 cases of mentally retarded people gainfully employed in New York City (*Minimum Mental Age Levels of Accomplishment*, by E. Unger and E. Burr, University of the State of New York, 1931).

Do you get discouraged and feel that some of your special-class pupils really belong in institutions? We could say the same about a lot of "normal" children. A mentally deficient must be *socially incompetent* before he's put in an institution.

Another study made a follow-up survey of the employment histories of two groups of mentally handicapped: (1) a group of subnormal children who attended special classes in public school; (2) a group of subnormal children who had been discharged from institutions. Both groups were approximately equal in I.Q. range and mental age. (*Employment of Mentally Deficient Boys and Girls*, by Alice Channing, U. S. Government Printing Office, 1932). The public-school group showed a higher average earned wage, decidedly little delinquency, and fewer changes in jobs.

The public schools are doing something for the mentally subnormal.

Do you frustrate yourself about what

really will happen to these children when they leave school? Forget it. They seem to adjust (and lose their subnormal identity!) to a work-a-day world, perhaps because it has more meaning than school. Dollars and cents are more attractive than lessons.

The next time your special class seems bored with their social-studies text and are reading grudgingly, put the books aside and let them read a few columns out of the "Help Wanted" page in the newspapers you've been saving for just such an occasion. Don't be surprised if they ask for a regular lesson of that kind. Do you brag to your colleagues about the excellent lessons you've accomplished for your special class? The teachers won't believe you. Your pupils will broadcast your worth. When the other children in the school learn of the variety and contemporaneity of your lessons, they'll demand the same from their teachers. That's when your colleagues really will be impressed.

Do you feel disillusioned because yours is not a task of producing future geniuses and leaders?

It will be very flattering to discover *your own* genius and leadership for developing patient, contented, useful followers.



Teachers as Citizens

It is now generally recognized that the teacher has all the civil rights that other citizens enjoy. But it is also recognized that school boards can hire any teachers they please, provided they meet the legal qualifications. Even if there are tenure laws, teachers may not be rehired on account of "disorderly conduct". And that term can mean many things.

This constant uncertainty is probably in a measure responsible for the "timid profession". Other professional people may lose certain cases, or patients, or deals on account of their tactlessness or their "disturbances", but the teacher is in danger of his livelihood. . . .

What are teachers doing to protect themselves and to make themselves more influential? Naturally, a million individuals do not all react in the same

manner. A great majority of them are in charge of little children and do not worry themselves unduly about civic problems.

Others who have to deal with controversial issues make their teaching as stereotyped as possible in order not to arouse any opposition. Still others try to make their teaching as honest and illuminating and vital as possible without creating an undue amount of opposition, but refrain from too much outside civic activity. Only a relatively few go so far as to combine aggressive participation in so-called unpopular movements with their teaching. Among them the casualties are likely to be heavy. . . .

At this moment the teacher's future as a citizen is neither white nor black, but grey.—C. C. REGIER in *West Virginia School Journal*.

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The INTEGRATION of MR. SMITH

*Such scope! And
such a sequence!*

By M. W. TATE

FOR SEVERAL YEARS Mr. Smith has been exploring and evaluating the possibilities of integrating the physical sciences in the secondary school. The motivation behind the project had its roots in dissatisfaction—"that divine discontent," in Mr. Smith's own words, "which every sincere worker feels when he considers his achievements in the light of his goal."

It is probable that several factors influenced Mr. Smith's early thinking in the area of secondary-school sciences. For one thing, he had been prepared only in a general sort of way for teaching science and was finding it necessary to do considerable homework, with a teacher's key at hand, on what he refers to as "the aims and objectives of physics in general education." The direct stimulus to action, however, undoubtedly was a set of weekly test papers dealing with universal gravitation. But let him tell it himself in that inimitable manner which has made him the lion at many teachers' conventions:

EDITOR'S NOTE: *Well, it seems that Mr. Smith integrated, disintegrated, and re-integrated his materials, until he became famous. And like most famous teachers, he had to write a textbook "because of the great demand". This is the gripping, thrilling story of his early struggles and his rise to the rarefied heights of curriculum revision. Mr. Tate, until recently superintendent of schools at Gooding, Idaho, is now a graduate student in the School of Education, Harvard University, Cambridge, Mass.*

"A comparison of the results of the mastery test with those of the pretest indicated that the class knew significantly less about gravity than it had at the beginning of the unit. I huddled at my desk facing the profound problem every science teacher must face sooner or later: How can I, as teacher, as leader, as guide, build better on pupil experiences; how can I pyramid on existential interests; how can I, within the limits of an acceptable frame of scientific reference, create the sense of belongingness which will insure self-mastery?"

Frankly, Mr. Smith has frequently admitted, he was stumped. . . . At this point, when he is telling about it, he is wont to digress. It is here that he pays tribute to his adviser, that teacher's teacher, who made him what he is. It seems that the adviser happened to be in the field to check first-hand on his last year's pupils and, coincidentally, he dropped in on Mr. Smith at that crucial time. Mr. Smith was ready to admit failure; in fact, he "preferred the admission of failure to the defense of sneering at his aspirations—that all too common defense."

But just in the nick of time, here was the master teacher who, in his kindly, probing way, went to the heart of the matter. He gently chided Mr. Smith for his despondency; he skillfully painted upon the easel of Mr. Smith's troubled mind a picture of the larger increments and goals of all learning; he mildly ridiculed the fact-finding and fact-learning type of teaching so barren of opportunity for the experiential integration of personality.

He was reminded of the story of Sir Isaac

Newton and the apple and suggested that therein might lie the solution of Mr. Smith's immediate problem. He rapidly sketched a broad unit beginning with the incident of a pupil bringing an apple to his teacher and ending with the Laws of Gravitation. He set the stage. He wove character training, scientific thinking, suspended judgment, and citizenship into the unit. He started where the pupils were, but he didn't leave them there. He briefly defined and described the socially desirable places at which they would arrive. He patted Mr. Smith on the shoulder, asked him to report the results of the unit at field budget expense, and left.

It was some time before the full import of his adviser's words struck Mr. Smith, but when it did, he has frequently admitted, he had a vision as prophetic as the one which had blinded another well-known apostle on the road to Damascus.

The next week found Mr. Smith with his mastery test papers again corrected. But what a difference the few days had made. With only one exception his pupils had answered, straightforward and sure, that gravity was the force which had caused an apple to fall on Newton's head as he sat under an apple tree reading an elementary physics text. One pupil, however, had confused gravity with the apple itself. He made a note in his day-by-day book, "see Susan re apple," and rushed to phone his adviser. Together they laughed amiably at Susan's mistake.

"But it won't be hard to right her on that," his adviser said, not for a moment forgetting the laughable incident had a serious aspect. "She has the background for the concept; she has the proper frame of reference."

The week had settled whatever lingering doubts Mr. Smith may have had; his vision had become a challenging project. He began to collect and organize. He integrated, disintegrated, and reintegrated his materials, filtering them at all times

through the filters of physical practicability, pupil focusability, and content integrability, as his adviser suggested. It was not easy. Neophyte that he was, the dynamic aspects of curriculum building often confused him. Many times during the next two years, he has admitted on several occasions, he leaned heavily upon his adviser.

Mr. Smith pressed on, however; and in the end success crowned his efforts. Out of a welter of confused concepts, undefined objectives, barren facts, and conflicting philosophies, he achieved both self-integration and the integration of the natural sciences. Today he is famous for his dynamic reorganization of the objectives and methods of elementary physics.

There is much demand, consequently, that Mr. Smith publish in book form the curriculum units he has developed. This he is doing privately, under the title, *Familiarized Physical Phenomena*. In the preface, he states a definite philosophy of pupil-centered teaching based upon experience. He offers many helpful suggestions concerning the capitalization of the incidental; he gently derides the arbitrariness of textbooks, even of his own book. "It is being published," he explains, "only because of the great demand."

He emphasizes the point that the scope and sequence of science materials must vary from year to year and from place to place. He expresses the hope that the teacher will use his book only as one of many reference materials; he offers the exercises, experiments, and activities only as samples of what might be done.

A random excerpt from the manuscript will demonstrate better than anything else the nature of this noteworthy work, the first of the "Personalized Science Series":

THE MECHANICAL EQUIVALENT OF HEAT. We are indebted to James Prescott Joule for much of our knowledge concerning the relation of mechanical energy to heat. Joule himself, however, with the true humility of the great scientist, was inclined to give most of the credit to his young son. The story goes that James Sr. caught James Jr. drawing

pictures on the notes from his last experiment.

Now James Sr., like all good scientists and students of science, kept neat and accurate notes in ink and on one side of the paper only. He realized that if his son were allowed to continue this wilful practice posterity might lose a great deal. After much deliberation (a true scientist is never guilty of quick conclusion or hasty action) he took his son to the wood shed.

"Daddy, don't! It gets so hot," whimpered the boy. The paddle stopped in midair. James Jr. scrambled away. James Sr. sat and pondered.

"Why did the mechanical blow make my son hot," we can imagine him asking himself, and, going to the crux of the phenomenon, "what can be the relation between mechanical energy and heat?"

We may be sure he never rested until he solved the problem. The boy, we see, was merely incidental to the discovery; rare indeed is the disciplining father who could keep the calm, detached frame of mind necessary to the interpretation of a remark so cryptic. We must place Joule in the ranks of our great and true scientists.

Questions and Activities: (1) Do you think Joule was justified in punishing his son? Must the individual creative impulse always be curbed if it threatens to interfere with the rights of the group or the welfare of posterity? Explain. (2) Be pre-

pared to discuss several ways by which Joule might have directed his son's creative urge into more desirable channels. (3) Have you ever been paddled? If so, do you remember a sensation of heat? (4) If Joule expended 854 gram meters of energy in paddling his son, how much was his son's seat temperature raised? (Hint: use formula 42, Appendix 7, and assume all energy transformed into heat.)

In the manuscript of the teacher's manual which will accompany the text, the author suggests that the foregoing topic be closely correlated with the initiation meeting of the science club. The suggestion stands out in eloquent tribute to his whole-hearted acceptance of integrated content and incidental teaching. But it is only one of the many suggestions in manual and text which explain the rather unqualified statement Mr. Smith's adviser makes in the introduction, to wit, "The author has integrated into an elementary physics course a series of curriculum units as broad and as dynamic as human experience."



* * * GUEST EDITORIAL * * *

Too Much and Too Little

Among pupils: too much dull obedience to requirements—too little understanding of the need; too much perfunctory performance—too little eagerness to learn; too many interests in life untouched by school—too few school interests surviving graduation.

Among teachers: too many classes to teach and papers to mark, too much routine of lessons to prepare and classes to teach and collections to make and forms to fill out and papers to mark—too little time either to plan or take advantage of opportunities that arise; too much to cover with too little appreciation; too many tests and too little use of tests when marked; then more of the same, with repetition and excessive repetition of facts in excess, crowded with further interruptions, and less and less comprehension of meaning and values in the whole; too much teaching of required facts and skills which can be reproduced by pupils to satisfy those who put their faith in quantity—too little opportunity to do anything more; and report forms, accordingly, having too many spaces

for marks and letter grades and giving far too little indication of the quality of the person appraised.

Among supervisors: too much inspection and too little giving of encouragement; too many reports to make out and local administrative problems to settle—too little time to give assistance to teachers.

Among trustees: too many—period.

Among higher officials over education, if troubles and human failings extend so far, one can only suggest that in a far-off place long years ago a perennial and ubiquitous tendency of administrators became apparent—a reluctance to provoke discussion: hence too much preoccupation with polished arts and technicalities to elude objections to the fait accompli—too little willingness to advance ideas for preliminary debate by educators and others interested in education in order that democratic decision and responsibility may ensure the success of democratic action.

Among editors: too much sitting in judgment on other people's business—but what would you have an editor do?—*The School (Canada).*

ON THE BEAM *with* TEEN-AGERS

*A school learns what
its busy pupils want*

By EDITH CARSON SMITH

HIGH SCHOOL pupils find just as much difficulty as their elders in cramming into the 24-hour day all of the things they wish to do. At least, so revealed the recent survey made among San Diego high-school pupils by a student, faculty, and parent committee.

Today's busy high-school pupil is not the carefree, time-free youth of the thirties. His recreational needs, although just as important to him, must fit into the relatively narrow confines of his leisure time. Of the 2,506 pupils enrolled in San Diego High School, 898 have work permits. In addition many others have greater responsibilities at home—for often both parents work.

The home picture during wartime has changed otherwise for many pupils. There is frequently less parental guidance . . . the student earns and spends his own money . . . and he makes choices about which in normal times he might consult an adult.

In order to discover a recreational pattern suitable to the teen age, a questionnaire was prepared by the pupils. A faculty adviser, the girls' and boys' deans, and two representatives from the P.T.A. also participated. Prior to distributing the questionnaire the committee and other representatives gave pep talks in homerooms, the school paper carried special stories, and posters were placed on bulletin boards. As a result a great deal of pupil enthusiasm was voiced, and every questionnaire was answered completely, plus added comments

by 65% of those interviewed.

The answers revealed that the average pupil leads a diversified and busy life, even to the extent of requesting school-club and committee meetings for 7:30 A.M.—the only available time some had. Approximately one-third of those polled said they did not have time to attend the school activities in which they wished to participate.

Two-thirds requested additional assemblies, with specific demands for school-talent shows, exchange assemblies between high schools, and programs presented by neighboring camps of the armed forces.

Ten to one, the pupils favored school talent over commercial movies. Musical assemblies, swing bands and community singing ranked tops. In spite of jive, two-thirds requested sweet-swing music for dancing. The students favored the sponsoring of school dances by high-school organizations, and some 80 youngsters wished a club where they might learn the new dance steps.

An after-school meeting place and coke bar was listed as a "must." As a result the school gymnasium was opened two afternoons a week with an improvised coke bar, several ping-pong tables and a juke box. The attendance was excellent and the pupils met responsibilities faithfully.

Thus, planning a semester's extracurricular program was comparatively simple. Armed with the questionnaire results and unbounded enthusiasm, the entire student body participated. The types of entertainment requested were placed first and faculty, pupils and parents cooperated in making what at the end of the year the pupils termed "A great year! It was on the beam!"

EDITOR'S NOTE: Miss Smith teaches in San Diego, Cal., High School.

SCHOOLS for VICTORY

Department of ideas, plans and news
on the high schools' part in the war

What It Still Takes

If you have had any relaxed feeling that "the war is nearly over", listen to Lt. Gen. Brehon B. Somervell, commanding general of the Army Service Forces. In a recent speech quoted in the *New York Post* on December 6, 1944, Gen. Somervell stated that the war with Japan will cost us \$71,000,000,000 a year after Germany is defeated. He added, "This is greater than the value of all goods manufactured in the country during its busiest peacetime year, 1939. Within the past 90 days we have had to increase by 25 per cent our estimate of the production we believed we would need to fight Japan after Germany is defeated."

High School's Counseling Service for Adults

The Adult Counseling Service program of Stearns High School, Millinocket, Me., is based upon proposals of the U. S. Office of Education, reports Frank W. Myers in *Occupations*. This program provides educational and vocational guidance for veterans, war workers wishing to return to civilian industry, and youth leaving the school by graduation or for other reasons.

A thorough occupational survey of the community was made, to obtain information about job opportunities anticipated after the war. To complete the picture it was necessary to learn how many high-school boys and girls were working part-time out of school, and what became of the graduates in a normal year.

The community also has a Local Re-employment Committee consisting of representatives of the American Legion, the Veterans of Foreign Wars, and the Selective Service Committee. The director of guidance of the school, who is also on the committee, does the counseling and keeps the records in his office at the high-school building.

Frequently it is necessary to refer a discharged veteran to one of the members of the committee. For example, the veteran may wish to file a claim for a pension. The guidance director would refer him to the American Legion member of the committee. Another member may be in a better position to acquire an old job for a returning vet-

eran. Problems concerning additional training and education are usually handled by the guidance director, because the school records are close at hand.

Pupils and Faculty Vote on Military Training

Results of a questionnaire on universal military training, answered by 1,000 pupils and 50 faculty members of the Garfield Heights, Ohio, Schools, are reported in *Ohio Schools*:

"Do you favor universal military training?" Pupil vote—Yes, 584; No, 140; Uncertain, 212. Faculty vote—Yes, 27; No, 12; Uncertain, 11.

On the question of when the year of military training should be given, the majority of both pupils and teachers favored "at the completion of the high-school course, but not earlier than the 17th or later than the 21st birthday of the individual."

Of the pupils and faculty members who did not vote in favor of universal military training, a majority favored "a year of universal national service for all young people, (boys?) under national control", which would provide military training for all physically able men for part of a year, and for the remainder of the year work experience, vocational training, and general education.

"Should girls as well as boys be included in any provisions which are made for a national service program?" Pupil vote—Yes, 461; No, 487. Faculty vote—Yes, 22; No, 22.

Administrator's Importance to Victory Garden Plan

Garden programs in our school seem to function effectively in direct proportion to the school administrator's understanding of the purpose of the project, his interest, and his organizational ability, states Warren Gibson in *Hawaii Educational Review*.

Too many administrators think of production only. Others pay little attention to production and therefore fail to meet other purposes. An understanding of the purposes of maintaining a garden program is needed by principals and teachers alike.

The purposes, not necessarily in order of importance, are:

1. To teach the fundamental skills and information needed to produce vegetables successfully.
2. To serve as a practical base for the teaching of science and mathematics.
3. To serve as a pupil activity for the purpose of developing good work habits, leadership, initiative, honesty, the ability to work with others, the willingness to take responsibility, and other similar educational outcomes.
4. To produce vegetables for the school cafeteria.

Suggestions for Improving Paper Collection

The critical shortage of paper continues as a chief headache of the salvage program. Government agencies and publishers have joined in urging schools to adopt the Paper Trouper program, or at least to work harder on the problems of paper collection. Recommendations based upon experience in many communities, and approved by the War Production Board, are:

1. School salvage programs are best handled through the cooperative efforts of the board of education or the superintendent, the chairman of the local salvage committee, the local waste paper dealers or mill representatives, and the local newspaper publishers. Such a group is well equipped to do the over-all planning on collection methods, dealer contacts, prices, supplementary trucking, publicity, promotion, etc. Each principal should be given full information on the program.

2. The more successful school salvage committees consist of the principal as chairman, and a number of teachers united with a committee of selected pupils.

3. The school committee should have a written agreement with a paper dealer. Actual weighing of paper should be done in the presence of a committee member, and an itemized statement of weight signed by dealer and member.

4. One regular day of the week, and a fixed period of time on that day, should be established for paper collection, so that the work becomes a fixed habit with the pupils. The dealer and the committee can decide on the most suitable day.

Other points: Ordinarily the dealer will supply the trucks, but it is advisable to have emergency transportation arrangements made with the local salvage committee. Paper accumulations should be moved quickly to prevent fire hazards, and to impress the urgent need of paper on the pupils. Promotion materials may be obtained from the local salvage committee or the WPB state salvage executive secretary.

Elgin Regulations Protect Pupil Workers

Regulations developed by Elgin, Ill., High School to protect pupils who work part time are explained by Charles L. Morrill in *Journal of Business Education*. Mr. Morrill reports that 64% of the student body works, and 20% of the working group are excused to work during school hours. The regulations:

For pupils 16 and 17 years of age:

1. Daily hours of employment should be limited to hours which the pupil can carry in addition to his school program without detriment to his health. Hours should not exceed 4 on school days nor 8 on days when school is not in session.

2. Weekly hours of employment should not exceed 28 hours during weeks when school is in session nor 48 in weeks when schools are closed.

3. Evening employment should not extend beyond 10 p. m., and pupils should be allowed at least 9 consecutive hours free from employment.

For pupils 14 and 15 years of age:

1. Daily hours of employment should not exceed 3 on school days nor 8 on days when school is not in session.

2. No employment should be permitted after 7 p. m. nor before 7 a. m.

Day of rest:

One day of rest in seven should be allowed free from employment.

Educational Gift Kits

American pupils can participate in international rehabilitation work through the American Junior Red Cross, according to a plan developed by that organization and the U. S. Office of Education.

First project in this program is for pupils to pack and send overseas special educational gift boxes, "containing some 10,000,000 needed educational supplies for children in liberated Europe". The nature of the educational supplies desired has not yet been announced, but they are to be "collected, produced, or purchased" by the pupils.

14 New Training Films

Fourteen new films for training of war production workers in vocational schools have been released by the U. S. Office of Education. They cover such subjects as aircraft maintenance, pipefitting, welding, engineering, and use of the slide rule. Already in use are 177 previous films in this series. Each unit consists of film, film strip, and manual. These films may be rented from many educational film libraries.

What Every Young Teacher OUGHT TO KNOW

By
IRVIN C. POLEY

My dear Johnson:

You ask me to write you "what a young teacher ought to know", which sounds like the titles of the sex-instruction books of the early years of this century.

You want "the little things that aren't in the books"—"the concepts that still seem true after a quarter century in the classroom". Well, here they are! I have found it interesting to enumerate somewhat dogmatically a few suggestions about getting along with young people, with your principal, and with your colleagues.

These may seem quite obvious to experienced teachers. They were once not obvious to me, however, and I am glad to write them out on the chance that they may save you a headache or two.

I think I'll begin with five suggestions about getting along with yourself:

1. *Don't expect the impossible of yourself.* You can't be all things to all pupils. Years ago I saw a paragraph in a folder from a teachers agency, which went something like this:



EDITOR'S NOTE: *This article doesn't deal with methods of teaching, but with the tricks of the trade—"the little things that aren't in the books". It is of particular interest to young teachers and emergency-certificate teachers. But even teachers who are well along toward retirement may wish to read it, just to check up. Who's perfect? Mr. Poley is vice-principal of Germantown Friends School, Germantown, Philadelphia 44, Pa.*

A teacher should be a natural leader, a loyal and intelligent follower, a good mixer, active in church and community affairs, companionable, witty, tactful, well but not conspicuously dressed, a thorough scholar, a good speaker in public with a well-trained voice, physically vigorous, able to help with music, athletics, or dramatics, completely honest and reliable, full of initiative and originality, with good executive ability. Such a person can be placed readily in positions paying from \$1200 to \$1600 a year.

Such a person, I realized ruefully, would not be teaching at all—the laws of economics being what they are—but would be grooming for Secretary of State.

2. *Expect the possible.* There is almost no skill or talent that can't be put to use in a school. A friend of mine seemed to be handicapped by too many talents when, after college, he was first trying to find the right niche. He was able academically, especially good in both natural sciences and modern languages; he was a welcome contributor to his college magazine; he talked easily and well; he was interested in religion; he was good at both reciting and acting; he could sing a little; he was a good athlete in three or four different sports.

Until he was thirty, however, and took up teaching in a Quaker boarding school, he was dissatisfied in all the jobs he tried, because, I think, enough of him was not being used. In this set-up every talent he had could be utilized, and nearly all were, to his joy and to the school's profit.

3. *Keep as well as you can.* In that minor classic for educators, *The Lighter Side of School Life*, one teacher phones that, though down with double pneumonia, he will try to get in for his afternoon classes. The author, Ian Hay, comments that there

is no other profession whose members take such fanatical pride in being at their posts, no matter how unfit for duty.

I don't know why we teachers tend to be stubborn about never giving in to the ills of the flesh; perhaps being a good example year after year breaks down a sense of proportion. If you are the kind of person to whom rest is the best attack on a cold—and most people are—a day or two in bed in the beginning stages will probably save three or four later. By this bit of good judgment the school will have more days of your services, and the boys and girls will be spared the probability both of infection and of a teacher taut, perhaps irritable, almost surely uninspiring.

4. *Your mental health is as important as your physical.* Mental health includes keeping a sense of proportion, which is almost the same thing as a sense of humor. In my own first year of teaching, an experienced colleague entered my room late in the evening and found me desperate for sleep; in the fumbling, exhausting, beginning-swimmer way of a green teacher in a boarding school, I had had less than fifteen minutes of relaxation since seven that morning, what with teaching six classes, coaching a football team, presiding over two study-hours, three meals, and a dormitory.

But there were papers still to be done. Before I realized what was happening, the young man picked them up, tore them through, put them in the scrap-basket, and said, "You need sleep more than the boys need the papers."

Like a baby, a teacher seems to learn more his first year than any time later. Another teacher that same winter—a woman—used to tell me with grim satisfaction how late her papers had kept her the night before. "And they never look at them, Mr. Poley! One glance at the grade, and they throw them in the scrap-basket!"

"Why do you stay up to one o'clock to finish, then?" I asked. "Something in here, Mr. Poley," she answered with a dramatic

tap on her bosom, ample enough, I am sure, to hold an inflated conscience. Her heart may not have been bigger than her head, but her conscience was. Whereupon I resolved that whatever time I spent reading papers—and I have spent a reasonable amount—would be profitable to my students.

As an aid to good mental health, then, read samplings of drill exercises and discuss the answers in class and stagger that part of your paper-load which has to be read carefully; don't assign more than you have time to do calmly, with a reasonable amount of interest.

5. *Be a person in your own right.* Have outside interests and hobbies. The day is over when a teacher is expected to be of a third sex, uninterested in normal social life, without opinions on public questions. Don't be half-baked, of course; but also don't be afraid to express an opinion even on controversial questions if it's based on thoughtful consideration of the facts. Don't, on the other hand, use young people as a means to forward a cause; they are always ends in themselves. A teacher can be positive, dynamic, active in what's going on in the world so long as his primary interest is in his work of furthering the best development of the boys and girls entrusted to him.

P.S. If asked a question in class about one of your special interests, your answer should be brief; don't let your enthusiasm tempt you to waste your pupils' time. Moreover, they may be baiting you away from their assigned work.

Then I have listed five things you ought to know about getting along with the boys and girls in your classroom:

6. *Try to enjoy something in each student.* It does not really matter how much you are liked in return; William James once said that every great teacher must have a willingness to be forgotten. But it matters enormously to young people to be liked and respected; in fact, it is vital to personality growth. Enjoy the wit of one

youngster, the fine sincerity of another, the twinkling eye of a third, the Peter Panish swagger of a fourth. Prize their individuality and encourage it, and don't try to treat them alike; they are all different. Watch good parents of several children; study their practices of treating each differently, even of loving each differently.

There is an old maxim for teachers: "Know your subject, love it, be the best-mannered person in your classroom, and you'll have no trouble with discipline." It is, of course, too simple to be true, even when discipline means merely keeping order. But if "best-mannered" connotes a poised friendliness, if you can love your pupils as well as your subject, the maxim is worth remembering.

7. *Boys and girls really are different.* Generalizations are, of course, to be regarded critically. With the warning, then, that many deviations are to be expected, I'll venture this generalization—that boys are more likely than girls to follow an activity for the activity's sake, without concern for the personalities involved.

Perhaps enough of the slave tradition persists to make the female of the species think pleasing people important. At any rate, girls are likely to be more docile, more responsible about homework, and interested in activities because they include approval from the teacher or companionship with certain classmates. In *general*, then, boys, once interested, may be expected to go deeper than girls on their own motivation, whereas girls will hand in neater papers with more regularity than boys if each sex is equally uninterested in the subject itself.

If these generalizations have more truth than falsehood—and I think they have—it is even more important with girls than with boys to watch your manners, because the girls care more about your good opinion. For the same reason, a loss of temper or a public rebuke will be forgiven much more readily by boys than by girls. You know,

incidentally, that sarcasm is out for either sex; a sarcastic teacher can tear down in a few minutes the self-respect and the self-confidence that other teachers have been trying to build up for a long time.

8. *Trust your pupils, but don't tempt them.* Don't let your pupils leave money in their desks—or in yours, if your desk is unlocked. Don't make it easy for children to lie or to cheat. If you are testing your pupils' memory of work assigned, assume that every one will want to sit as far apart from his neighbors as the furniture and the size of the room permit; you may find it tactful to compare the situation of too close desks to a bridge table when one player holds his cards uncupped to the annoyance of the other players who want to play fair.

Give also some open-book examinations, in which cheating is pointless because the emphasis is on using and organizing material. Tests like these are more like those outside of school, anyway, than are tests that demand merely the ability to recall. Don't be afraid, incidentally, that an open-book examination need be too easy. It enables the student to verify facts—especially minor facts like spelling or exact wording of quotations, the kind of thing which older scholars do daily in their studies—but at the same time it forces him to evaluate and organize under pressure, which requires previous mastery of subject-matter.

And don't forget that honesty is not the only virtue worth being concerned about. Years ago, in a play called *The Two Virtues*, the character played by E. H. Sothern pointed out to his nasty-nice sister that there were more than one female virtue, that charity was important as well as chastity. In the same way, we teachers are likely to be too much impressed by conformity, politeness, and truth-telling on an elementary level. Like Pitti Sing's, our taste exact for flawless fact amounts to a disease.

Also, we may be too little impressed by such virtues as initiative, courage, inde-

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pendence of judgment, the higher forms of truthfulness. Dr. Ralph Sockman once said in a *Harper's* article, "It is one thing to be moral enough to tell the truth as one sees it; it is a better thing to try to find the truth before one tells it." Let's not overlook the bigger virtues.

9. *Include routine as well as variety in your plans.* Time spent in preparing your lesson is well spent—even if you change your plan in class. Have more material ready than you can possibly use, but don't push a class faster than it can go. Remember that boys and girls need routine. Have routine jobs well routinized—the arrangement and the collecting of papers, for example, and preparation of blackboards.

You may want to have the homework for several days ahead written on the board, so that a class starts copying as soon as it enters the room. You will probably change the assignment slightly as your lesson proceeds; doubtless you will do some motivating or explaining, and, as you get more experience, even some consulting. But having the general scheme of the advance work stated on the board has a steadying effect on the beginning of your recitation-period.

When meeting a class for the first time, try to have pronunciations of the names straight before class. If this is impossible, don't make jokes about some being hard to pronounce; youngsters with "foreign" names are usually sensitive about them, which oughtn't to have happened in America. Your own attitude being what it is, you should be able to make the class feel that there is value for our country in the diverse national groups represented, that certain names may be hard to pronounce or to spell but are interesting or even beautiful and certainly more distinctive than one like your own, for example.

In questioning a class, give the question first and the name afterwards; if you reverse the procedure, most youngsters will relax and stop listening when they hear a name other than their own.

Routine, then, is important in your planning, but so is variety. Don't always stand in the front of the room; don't always wear the same necktie with the same suit. Change the youngsters' positions as well as your own; the younger they are the more they need legitimate excuse for physical activity—opening a window, closing a door, going to the blackboard. Don't always look at the person talking; he's interested anyway. If you are looking at others in the class, it helps the talker to include the class as well as you in his remarks, and your free eyes tend to keep the rest of the class attentive.

10. *If you must punish, give yourself time to do it wisely.* Never announce a punishment ahead. Saying, "The next person who speaks out without permission will be sent out of class for the rest of the month", may get your room under control for a few moments—but you're lost if you don't keep your word, and the next person who speaks may be someone who you know does not deserve so drastic a punishment. Excluding a pupil from your class is up to the principal, anyway.

If your pupils are noisy and restless, start talking in a low, but firm tone; they'll usually get quiet to listen.

If trouble starts again, don't scold the whole class; try to single out the troublemaker, and say decisively but impersonally, "I'm so sorry. Will you see me after class?" Then go ahead with the lesson as if nothing had happened. When he reports after class, if he's really sorry, accept his apology and forget it; you are not concerned with the eye-for-an-eye kind of punishment. If he is unabashed or even defiant, tell him to think it over that night and report in the morning what he thinks will help him most to behave properly.

Don't scold; don't be led into a prolonged search for absolute justice. If he claims others were worse than he was, say that you are sorry, that no human eye, including your own, is infallible, and that you'll try to catch the worst culprit next

time; in the meantime, he was the one whom you did find at fault, and that all you are asking of him is that his own attitude be right. If it helps him, bid him remember the number of times he did something wrong and didn't get caught.

In addition to the boys and girls you will meet in your classes, you'll probably have a homeroom or some such group of advisees. Here are some suggestions in addition to those given in the preceding section of my letter:

11. *Don't try to use influence until you have it.* Without being nosey, find out everything you can about these youngsters, their hobbies, their favorite or least disliked studies, their family background. See how the better teachers among your colleagues organize their homerooms; elect or appoint with the class's help the officers and committees that you need. Junior-high youngsters, especially, love jobs about the room—as librarians, blackboard cleaners, goldfish tenders, bulletin-board editors, attendance-officers.

Don't keep the same people too long in any job, and keep supervising without being too obvious about it. If you've been friendly without loss of dignity—don't ever take it as a compliment if told you seem just like one of the boys; you wouldn't be getting a salary if you were—you'll find you have influence on many of your advisees by the time you need it.

12. *Don't expect your advisees to jump directly from the usual self-absorption of youth to altruism; self-respect must come first.* That's why you must try to find something likeable—even admirable—about every one of them. Remember that self-respect is a prerequisite to altruism, and that unselfishness that isn't combined with self-respect is likely to be disguised self-absorption wearing the externals of altruism as an approval-getting device.

Can you stand any more advice? Remem-

ber, you asked for it. Here are a few points on getting along with your principal or any other superior officer:

13. *If you need help that the principal can give, tell him so.* Get him to recommend a teacher whom you can observe with profit. Invite him to judge a contest or see an exhibit in your room. If he comes in to observe your teaching, make it easy for him to be objective in his criticism. If you ask cheerfully, "What was the worst thing I did?", you may tempt him to be frank and to respect you as a person big enough to be worth helping.

14. *If you can't be happy under his leadership, get out.* But if you can like and respect him, build him up in the community. Disloyalty can be subtle and not immediately dangerous to yourself; loyalty can be infectious. You can accomplish a lot if you let your principal get the credit—at least, if you don't worry about getting the credit yourself. That, incidentally, is a stage of maturity few of us reach.

15. *Keep him informed, but don't be long-winded about it.* He'll like to know how you're getting along; but he has always more to do than there is time for, and you will earn his gratitude if you say what you have to say briefly and don't make him have to contrive how he is going to get away from you to get on with his other work. But if, for instance, you have any difficulties with a youngster that may bring a parent to his office, be sure he knows what happened from your angle before he sees the parent. He can't support you intelligently unless he knows the facts.

Some of the same points apply to getting along with your colleagues. Here are three additional suggestions:

16. *Get the help that older teachers can give you.* Don't be afraid to talk shop; shop is often the most interesting thing to talk about. Get their counsel on matters that are causing you trouble. If you think it may help you, ask to come in and observe

in a vacant period. If you're sincere in wanting to learn how to be a good teacher, your enthusiasm will make the good older teachers eager to help you succeed in every way they can—and they can help a lot.

Don't forget that the experienced teachers all have had beginning difficulties themselves and that they may be shy about giving advice to a bright young man just out of college; they won't want you to think they're funny old things with no thoughts beyond the classroom walls.

17. *Think ahead when any of your projects involve other people—especially janitors.* This may sound annoyingly obvious, but I know of one young woman who would, I think, have been given a second year's trial as a parish assistant if she had not made the mistake of ignoring the janitor. The latter saw to it that the right ears heard that she had used the church telephone to make a bridge date.

A janitor can be a friend as well as an ally; ask him to let you know if chalk or scrap-paper is found on the floor, and see

to it that every class leaves the room in good condition. See that models for an exhibition or properties for a play are returned promptly after they are used; see that your own classes are dismissed promptly, so that they may arrive at your colleagues' doors on time. If some activity worth doing requires noise—rehearsing a mob scene in a play, for example—tell your neighbors ahead of time, if possible, and inquire afterwards if they were too much disturbed.

18. *Try to find something to like in each of your colleagues.* Take an interest in their work; remark on what's good in their assembly programs, on their bulletin-boards, in the student undertakings they are sponsoring. You may have to differ with them later, and some pleasant contacts in advance will help you to differ pleasantly.

Middle-aged teachers tend to be both garrulous and didactic, and I fear I've been no exception. Let me know sometime which of these tips, if any, have helped a little. Good luck from a friend and former teacher,

Irvin C. Poley



Should We Work for Degrees?

The answer is "Yes"—most emphatically!

Sometimes a teacher's viewpoint is: "I'm not going to work for a degree. I'm just as good a teacher as Miss Brown even though she does have her master's degree," or, "Look at that girl back home; she's a Ph.D. and a total failure."

This is superficial rationalization that indicates a failure to analyze the situation. It's not the Ph.D. that made the girl the failure, nor the lack of the master's degree that made Miss Smith a better teacher than Miss Brown. To maintain that degrees are valueless is just as ridiculous as to say, "Marriage as an institution is a failure; my uncle's marriage lasted only three months!"

Some teachers seem ashamed voluntarily to take a course to improve their teaching, or to buy a book on methods. Any attempt at educational improvement is closeted with the family skeleton. Yet boards of education still select teachers on the basis of good methods, knowledge of subject matter, and general culture.

The methods in a teacher's repertoire in 1930

are not necessarily good methods in 1940—nor is the subject matter identical, nor do factors in the environment conducive to general culture remain static.

Progressive boards of education feel that advanced study by teachers is of sufficient value to be the basis of increments. Frequently no salary increase is given unless advanced courses are taken. A teacher shows commonsense when she registers for a degree and kills two birds with one stone. Other things being equal, when two persons apply for a job, the teacher with the higher degree has the advantage.

In the teaching profession will probably always be the individual without ambition who, once she secures tenure, lets the merry-go-round take her for an aimless ride. She may be a good teacher and she may not be. But one thing is certain—she would be a better teacher if she followed a well-planned program of self-improvement, including extension courses at nearby institutions.—GRACE LAWRENCE in *New Jersey Educational Review*.

THE COMICS:

"Mercury & Atlas, Thor & Beowulf"

By NELL DOHERTY

FOR THE PAST MONTH the pupils at Highlands High School have found my behavior surprising. I asked them to bring comic magazines to school; I not only asked for them—I read them. And when two copies disappeared one night, I really made quite a scene.

My urge to read the comics germinated when I came across an old cartoon showing Aunt Het, philosophically gossiping over the garden fence about her nephew: "Bill's a highbrow with a lot of college degrees. I reckon he's smart in some ways; but his being too snooty to read the comic strips is just plain silly. How can he teach history like it was important if he feels above the history we're makin'? Folks that dig up our civilization are going to learn more about us from our comic strips than by looking at ruins."

So, you see, I had to read the comics in order to maintain my professional self-respect, and also in order to answer the question that constantly crops up among people interested in our youth: "What are we going to do about those awful comics?"

In my study of the problem I read not

only the funnies but also the serious comment about them. I am amazed at the amount of verbiage on the subject and at the diversity of opinion.

There are definitely two opposing points of view. Those who stand opposed to the comics say fearful things about them. They say that reading them is a threat to character development; that the content is unclassical, unsocial, irreligious, and unethical; that the garishly colored pictures and poor print are detrimental to the development of artistic sense; that the methods used by the characters are fascist; that they encourage distorted ideas about democracy; that they lead to day-dreaming which prevents normal thinking; that they lead to crime; that the grammar is bad! Clifton Fadiman, in his book, *Reading I've Liked*, says that the trash of his generation was superior to the trash of today.

This resolutely negative group urges that action be taken. Its suggestions range all the way from the mild treatment to the drastic—from awakening parents to the danger, to the formation of a National Board of Censorship composed of parents and teachers who will band together to break the hold of the comics.

Who is this giant whose presence calls forth such outbursts of feeling; who causes parents, teachers, librarians, church leaders, and even editors to sound the alert? He is Superman, whose ancestry dates back to 1913 when Bud Fisher's "Mutt and Jeff" comic strip was born. Then followed a period of really funny "funnies": the Gumps, Lil Abner, Popeye, and others. Popeye was, biologically, a sport who rose

EDITOR'S NOTE: After reading a lot of the comic books, making a study of their backgrounds, and surveying the literature on them, Miss Doherty has decided that we needn't throw up our hands in horror. She quotes various authorities and specialists in their defense, and offers some facts that surprised us. Miss Doherty is supervisor of English at New Mexico Highlands University, Las Vegas, N.M.

to great popularity because of his strength and the performance of remarkable feats.

Popeye did it! He opened the lid that let loose pandemonium. The invasion was led by Superman, aided and abetted by Buck Rogers, Hop Harrigan, Terry and the Pirates, Captain Marvel—and Wonderwoman. The victims of this invasion were the 40,000,000 monthly comic-magazine readers of 1940, the 60,000,000 of 1941, the 80,000,000 of 1942 and the 100,000,000 of 1943. In one year 1,200,000,000 readers (monthly readers multiplied by 12) surrender to the horde at the cost of \$15,000,000 American dollars.

But are these millions of readers unwilling hostages? Perhaps it's a case of differences in point of view. To certain adults the funnies are suggestive, nonsensical, and fantastically unreal. Superman intercepts a bomb with his naked fist and it explodes harmlessly in the air. Hopalong Cassidy lassoes a herd of stampeding horses by flying above them on a horse with wings. Batman stops a flaming meteor on its downward flight. Adults object to these fantastic unrealities.

The youthful readers take a more idealistic point of view. Many surveys of juvenile reactions have been made. This one will show the trend: The English department of Wells High School, Chicago, Ill., gave 2,000 questionnaires to its pupils, most of whom were avid readers of the comics. Their evaluation of Batman, Hawkman, and Captain America was that "they are all patriots who devote their lives to America".

Of Superman they said, "He expresses the American ideal that nothing is impossible." Of *True Comics*: "They teach that crime does not pay—it's the policeman who wins, not you." Of comics in general: "All comics are worthwhile because they relax your body and soul." "Most comics stimulate patriotism for America and hatred for dictatorship."

Our own pupils at Highlands were

amazed when I told them that adults were worried about the effect comics had on youth. One boy remarked, "Why, that's silly. We just read 'em to pass away the time. I can take 'em or leave 'em alone."

These youthful reactions give support to the belief of the group who stand four square in favor of the comics. Would you be surprised to know that the originator of the comic magazine is a former school principal? That the creator of the popular Superwoman is a Phi Beta Kappa, Ph.D. and LL.B. from Harvard, a member of the Massachusetts bar and one-time instructor of psychology at Radcliffe, Columbia University, and the University of Southern California?

Would it further surprise you to know that the editorial board of Detective Comics, Inc. (which issues 20 titles), is composed of such people as Dr. Robert Thorndike of Columbia University, Dr. W. W. D. Sones of the University of Pittsburgh, Dr. C. Bowie Millican of New York University, and Gene Tunney?

Grip your chairs still harder for more blows are coming. Comic magazines are used in English classes in some high schools, notably in Lynn, Massachusetts.

Josette Frank, committee member of the Child Study Association of America, says that our comics aren't much different from the decidedly moral copy books of past generations—only more enticing! Two famous psychologists, Dr. Laurette Bender and Dr. Reginald S. Lauric, declare that it is perfectly natural for healthy children to seek thrilling and fantastic make believe. Dr. C. Bowie Millican, of the Department of English Literature at New York University, compares the exploits of Superman to those of the classical heroes—Mercury and Atlas, Thor and Beowulf.

Why this endorsement of the comics by people who should know? Because studies have shown these to be the facts: The appeal of the comics lies in their fulfilment of fundamental human desires. Americans

wish to be strong, to be brave, to be right. Superman is—so Americans love Superman. Children are naturally idealistic and admire a super man who saves human life and happiness instead of destroying them. Children select rather intelligently the comic magazines that demonstrate that ideal. They do not care for those showing the vicissitudes of married life, for those whose only purpose is to show feminine allurements, or for those that show human frailties. In fact, 22 out of 108 comic magazines failed in business during the past 3 years because of unsound emotional appeal.

These endorsements are not blanket endorsements, however. These authorities point out that comics vary greatly in format, in artistry, in content, in sense of values; that the effects on the readers differ with each individual child, and because of these differences, parents and those of us who work with children must guide them in developing standards of discrimination.

There's the hurdle to be jumped.

You'll notice that anti-comic tactics are not recommended, and I can readily understand why. Long ago when I was twelve, my mother slipped in on me when I was lost in the adventures of Jesse James, and before I could tighten my hold, threw the book with its lovely sketches of railroad holdups into the fire. Yet today there is no greater addict of FBI stories and murder mysteries than I am.

No—burning the books won't help. Children are going to read adventure stories—call them dime novels or comic magazines, as you will. They are always going to read adventure stories just as they are always going to swim in the old swimming hole.

First of all, let's examine the comics ourselves and determine their appeal. For example, Superman's appeal is his ability to do anything, unhampered by human limitations. Lone Ranger's appeal is his ability to right the wrong. King of the Mounties appeals because children love justice, romance, law and order, and chivalry.

Next, we must discriminate and help our young people to discriminate. For example, the line between sadism and adventure is very slight; torture shown is sadistic; threat of torture is harmless. A bound or chained person pictured may be exciting adventure; a screw being tightened on this chained person is sadism.

Each comic strip arouses varying emotions in each reader. If the emotion aroused is undesirable or incapable of being worked off in socially desirable ways, the reading that produced that emotion is bad. Substitution of good reading to replace the bad can be done by surrounding the child with attractive books such as are coming off the press today at a rapid rate. They meet the demands of our contemporary age because they are alive, they are modern, they are full of speed and action.

Emotions aroused by the adventurous reading that we all do today should be worked off by the children through dabbling in clay, by constructing puppet plays, by making their own comics. Children should be surrounded with materials to work with—drawing boards, paints and brushes, hammer and saw. They should be surrounded too, with opportunities to broaden their real experiences. In competition with gripping activities, such as fishing with Dad, the comics will come off second best.

And if the publishers still profit from the sale of lurid magazines of violence and immorality, it can safely be assumed that they simply mirror the trend of the times. If Aunt Het is right—and I think she is—that the comic strips reflect our civilization, perhaps we should set out to change that civilization, not only by plucking out the violence and immorality of the Nazi and the Jap, but also by changing our own little lives at home.

We can do more for our children by eradicating the conditions reflected in those "awful comics" than we can by an all-out attack on the comics themselves.

The GREAT UNWASHED:

Health education vs. school facilities

By JOHN H. TREANOR

WHEN TWELVE-THIRTY comes along every day and I relax at my desk after a strenuous twenty-five minutes in the school lunchroom, I generally open up the cheese and jam sandwiches and put a straw in Uncle Sam's two-cent milk.

First, though, I wash my hands at the nurse's sink in the health room down the corridor. I've seen the men teachers clean up in the boiler room or in their own washroom, and the women teachers, I'm certain, don't eat with dirty hands. But in more than ten years' experience in junior high schools, I have yet to see a single pupil wash his hands expressly before lunch.

In the shops and in the household arts department, boys and girls often—but not too often—use soap and water. Occasionally in the science room a pupil approaches the sink. But, I repeat, I have never seen a single pupil wash himself before lunch.

Pupils are in school for at least three hours before lunch. From the moment they leave home, they use their hands. They play with dogs, hop trucks, smoke cigarettes, play ball in the yard, clean blackboards, water the plants, fill the inkwells. They go to the sanitariums a couple of times.

In the four periods of work before twelve o'clock they handle books, papers, home lessons, maps, pens, pencils. They sit at

each other's desks. They swap everything they own from money on account to the latest funny-book. But they never get washed before they eat.

Health education is on the books. I have yet to see a school where it isn't taught. Pupils learn the vaguest notions about their insides—north of certain areas. One liver, one stomach, a heart, an appendix, and the usual assortment of nose, ear, eye. Brush your teeth every day. Sleep with the windows up. Drink eight glasses of water a day (impossible in school time). Vitamins. Fruit, meat, plenty of milk.

The latest books on health education are masterpieces of pedagogy and printing, complete with pictures and diagrams. Every single book, copyrighted all the way from 1910, records with horrors the evils of eating with dirty hands. But I still repeat, I have yet to see a single pupil wash his hands expressly to be clean before eating. This is something to ponder.

Every so often the science department will grow a fearful mass of evil-looking mold from germs extracted from Tommy-in-the-first-seat's finger nails. It makes a fine lesson. Supervisors approve. It has a tremendous theoretical effect. Pupils shudder. But they pour out of the science class into the lunchroom and not one even thinks of washing his own hands before he tackles his lunch.

Why doesn't he?

Answer:

1. *There's no place to get washed.*
2. *There's no time.*

There's no place to get washed. On second thought, there is. On the boys' side of the lunchroom, near the door, there is a

EDITOR'S NOTE: Mr. Treanor has a bone to pick with the planners of our "million-dollar palaces", in which the pupils are taught to be clean but aren't allowed to be clean. The author is vice-principal of Washington Irving Junior High School, Roslindale, Mass.

trough-like white sink with four faucets where hot and cold water properly mixed can be turned on. No soap. No towel. Whoever designed the building planned the sink. He must have intended it for pupils to wash.

Three hundred boys have twenty-five minutes (theoretically) in which to eat. Filing and other delays cut the time to under twenty minutes. If each boy takes sixty seconds to wash and there are four faucets, you find the answer. The girls have a sink, too—and there are three hundred girls. Then there's a second lunch period of twenty-five minutes for another six hundred boys and girls.

Our school designers build million-dollar palaces. The auditorium is enormous. The gymnasium is the last word. The shops have everything. But the pupils are the great unwashed.

There's no time. In the junior high school, everybody's in a hurry all day long; and pupils are certainly not going to spend all of their lunch period waiting in line to

get washed. See the preceding arithmetic example.

What's the answer? Discard the germ theory, or provide time and facilities. If, some day, educators or school boards or the building trades decide that junior-high-school pupils should wash their hands before eating, there are two alternatives: either have two sessions and send the pupils home to lunch, or build sinks in every classroom, complete with soap and towels.

In regard to the first, one of the dubious contributions to American education is this one-session idea for junior-high-school pupils. If all the pupils went home at twelve o'clock for a lunch hour, it would solve more problems than there is space to mention here. As for the second, when pupils get washed, just as when they copy examples or practice penmanship or sit in the auditorium, they need watching. A sink in every homeroom would provide the facility, the teacher the supervision. A ten-minute wash period would suffice, with no more trouble than the collecting of homework.



The Odds on Children's Teeth

Plans of every sort are being made for veterans in the postwar period. Labor is daily writing new clauses to safeguard its future security. Industrialists and bankers have started many plans for the expansion and financing of mills and factories. But nowhere in the sky-high stacks of post-war planning is there a definite program for educating the American public concerning the importance of caring for children's teeth.

Can it be that the need for such a program is not yet understood? If that is so, it is high time that those mainly responsible for children's health and welfare are made aware of the facts upon which the need is predicated. The outstanding facts, as established by numerous studies in many sections of the United States, are these:

From 90 to 98 per cent of all children in the average American community suffer from tooth decay.

Decay may start as early as two years of age. In

a study made in a New York City clinic, nearly half of the two-year-old children had some decayed teeth.

By the time a child reaches school age, his chances of complete freedom from dental decay are only one or two in a hundred.

The child starting to school, if he has had no previous dental attention, averages six or seven cavities in his teeth. During his school years, he develops, on an average, about twelve additional cavities.

By the time he finishes high school, the typical American youth who has had no reparative dental care exhibits a mouth in which not even twelve of the normal quota of 32 teeth are present in properly functioning position. At the age of 18 or thereabouts, he is a dental cripple. This fact has been definitely established by recent Army dental examinations.—VERN D. IRWIN in *Journal of Health and Physical Education*.

MATHEMATICS

*A reply to
Dr. Wren*

versus the 6,000,000

By

PHILIP S. BLUMBERG

IN DR. F. LYNWOOD WREN's timely and interesting article, "This Is the Case for Mathematics", which appeared in the September 1944 issue of *THE CLEARING HOUSE*, we really do not have so much a reply and an invalidation to my brief article in the February 1944 issue, as it is a presentation of the value of mathematics.

Let me say at once that I did not raise the question of the value of mathematics. Nobody doubts its value to anyone who has occasion to use it. The value of mathematics as a tool, a human device for doing its part of the work of the world, is not disputed—it never has been.

Certainly for those young men and women who are headed for the Naval Reserve Officer's Training Corps, for those who are anticipating the experiences and activities of bombsighting, fire control, and gunfire, for the few who have found their work at the Westinghouse Research Laboratories, and at the Lockheed Aircraft Corporation, mathematics is a prerequisite—it is a vocational necessity.

But a mere cursory glance at my squib will reveal that my major interest and con-

cern is with our 6,000,000 boys and girls who are in attendance at our public high schools, academies, and parochial schools throughout the land.

I tried to say that the conventional first year Algebra and the traditional second year Plane Geometry, taught as a deductive science, do not tap their interest and power; our pupils are to a large extent indifferent. The work leaves them very much as it found them—all of which is a result of the fact that lessons are taught mainly for the sake of lessons.

And these enervating effects and debilitating results are not at all surprising. How could it be otherwise? What provocation and stimulation for thought are our boys and girls confronted with in dallying for an inordinate period of precious time with the many cases in "special products" and factoring? What good is encompassed by the memorization—in parrot-like fashion—of the several theorems on the congruence of triangles, and such stuff as "two polygons are similar, if their corresponding sides are proportional"?

My observation, study, and more than twenty-five years' experience in high-school work leads me to state emphatically and unequivocally that ancient custom, tradition, blind faith, and false psychology still persist in determining the aims, purposes and methods of our high-school mathematics.

It is no wonder that the astute Joseph Roemer, professor of education at Peabody College, was wont to say on more than one occasion, "... they (the students) see the barest relation between the things

EDITOR'S NOTE: *In the controversy at hand, Mr. Blumberg has undertaken to act as spokesman for the many pupils to whom he feels conventional high-school algebra and geometry offer little of value and much of grief. Dr. Wren, who has defended the two subjects, is president of the National Council of Teachers of Mathematics. Mr. Blumberg teaches in Central High School, Paterson, N. J.*

they are studying day by day and life-situations—the broad lines of human progress and the civilization in which they are living and will live. There cannot be any other reason for the enormous elimination in our high schools than the failure on the part of the pupils to see the purpose of a high-school education. . . . The ninth grade is often called 'the slaughter house of the high school.' After spending weeks and even months working on subject-matter largely *disconnected and disassociated from life*, red-blooded young Americans are leaving our high schools in throngs daily for the more congenial atmosphere of the commercial and industrial world."

In like manner we find that Professor Rugg of Columbia University, who has made several notable contributions in the field of mathematics, faces the issue squarely, when he says in his *Introduction to Fundamentals of High School Mathematics*: "It is inevitable that the material to be included must prove of social worth."

At this point, I fervently hope that the age-old, hoary argument of mental discipline may not be trotted out! In the lucid

words of Dr. Ernest Carroll Moore: "The teacher cannot make over minds, repair them, sharpen them, improve them, perfect them. No, the mind which God gave us is a pretty sharp instrument from the beginning and we do not need to get inside it to do any burnishing or repair work there."

And finally, to summarize all that I have in mind concerning the inadequacies of our high-school curriculum—our Latin, English, history, physics, chemistry, as well as algebra and geometry—I must not fail to set down a few mighty sentences from the pen of Dr. James L. Mursell, one of America's most brilliant educators:

"The traditional curriculum is not the product of some supernal rational insight into human nature and its needs. It is the product of timidity, mental laziness, and reluctance to face the drastic challenge of reality. The only test of any subject is its effect in producing more enlightened behavior; and that test must be applied to the behavior of a specific group of people, right here, right now. If a subject or a curriculum cannot meet that test, it is an educational fake."



Too Many Small High Schools?

Some people insist that South Dakota is attempting to maintain too many small high schools. The small high school sprang up in many places because it brought the school close to the pupils. There was also the factor of generated local pride, with one town starting its high school because a neighboring town had one. There can be no agreement on the minimum size of any high school and its right to exist. That would depend upon where it is located, the area it serves, and other factors.

It will be enough to say that when these schools decline in attendance to a point where offerings are reduced to the barest minimums because of a small teaching staff, and where costs per pupil are enormously high, then vital problems exist both as to educational opportunity to the pupils served and as to economies for the district supporting the school.

Many solutions of this problem have been pro-

posed and among them are the following three:

1. Reduce many small four-year high schools to a one- or two-year basis.
2. Provide transportation and tuition (with partial state aid, if possible) to send upper classes to nearby larger high schools, thus giving better advantages and at reduced cost per pupil. This would work well in thickly settled areas in the eastern third of the state.
3. For more sparsely populated communities, a plan of dormitories could be a logical solution, and again some state aid might be very feasible.

These suggestions will be opposed by parents and patrons who want the high school close at hand in order to enjoy its activity programs, yet, the better quality of general opportunity which would come to the pupils in the larger high school should offset this objection.—W. W. LUDEMAN in *South Dakota Education Association Journal*.



SCHOOL NEWS DIGEST



Edited by THE STAFF

MAPS: When our armed forces invaded North Africa, says Parnell W. Picklesimer in *North Carolina Education*, they took with them 110 tons of maps. They found this amount to be inadequate and sent back for 400 tons more.

DIGEST: The report on the *Reader's Digest* prepared by a committee of the National Council of Teachers of English, and mentioned in this department in the November issue, will not be published. The Executive Board of the Council, meeting in Columbus, Ohio, November 23-25, did not accept the report, but decided that a new investigation and report on *Reader's Digest* should be made. As the committee whose report was rejected had served its term of years, a new committee was to be appointed.

The retiring committee had been formed to investigate charges that *Reader's Digest* "is not a digest, but to a large extent a staff-planned, staff-written magazine that plants articles in other publications"; that it has a biased editorial policy; that it is "anti-Semitic, anti-Negro, anti-labor, and anti-Roosevelt". The committee's report contained an analysis of the contents of the *Digest* in the light of these charges, and concluded by recommending that the individual teacher must decide whether to use the magazine in the classroom, or how to use it.

"TENDING BABIES": More than 2,500 school structures have been built since Pearl Harbor by the Federal Works Agency to cope with the population shifts into war-impacted communities. The new buildings provided additional classrooms for swollen enrolments, and also day nurseries for children of 2 to 5 whose mothers were war workers. There were school superintendents, reports the FWA, who held that "tending babies" was no proper part of their educational programs. But they changed their minds when manpower shortages became critical, the employment of mothers was necessary, and the plight of the children was painfully acute. But "there are superintendents today who look to a time when the care of pre-school children may become an integral part of the permanent school program."

FM: *FM for Education*, a primer of facts and ideas about the educational uses of frequency modulation broadcasting, has been published by the

U. S. Office of Education. The pamphlet, illustrated with photographs, charts and diagrams, offers detailed suggestions for planning, licensing, and utilizing educational FM radio stations owned and operated by school systems, colleges, and universities. About 500 such stations are expected by U. S. Commissioner of Education Studebaker to be in operation within 5 years after the end of the war. Copies of the pamphlet may be bought for 20 cents each from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

COMPULSORY: One of the most essential advances to be sought in American education is the requirement of schooling for all youth up to 18 years of age, states the National Commission for the Defense of Democracy through Education. As a first step in accomplishing this end, the Commission advocates compulsory school attendance of all children until 16 years of age, without exception, as the minimum standard for the 48 states.

JUNIOR HIGH: A study of the program of the 7th, 8th, and 9th grades of West Virginia schools is being inaugurated in the state, reports Forrest W. Stemple in *West Virginia School Journal*. Four of the important problems to be attacked are: 1. What kind of schedule of subjects should be recommended for pupils of these grades? 2. How can the time element of subject-matter organization be broken down, so that the deadening effects of a time schedule will affect neither slow, brilliant, nor average pupils? 3. What kind of a practical social-hygiene course can be offered the pupil in these grades? 4. What kind of evaluation system should be advocated?

CONGRESS: The broadcasting of congressional debates and discussions is provided for in a joint resolution (S. J. Res. 145) introduced by Senator Claude Pepper of Florida. If the new measure passes, social-studies classrooms could benefit, we hope, by listening in.

SARDINES: There are now 6,845 academic-high-school classes in New York City that have more than 40 pupils. And that, says *New York Teacher News*, involves more than one-fourth of the total number of classes. The Board of Education has

(Continued on page 336)



School Canteen: a Flourishing Idea

HERE IS the school system and there is the teen-age society: they are not in agreement; how can they be made to agree on their social needs?

Boys and girls have always wanted to meet each other, one way or another. They have always wanted to meet little groups of their own sex and age, and to talk, laugh, and relate the daily funny experiences of the classroom, office or plant. Some of their social needs are emergencies due to war stress, but some have always existed and are more pronounced today.

In its pamphlet, *Teen-Age Centers*, the National Recreation Association says that a place where boys and girls may chat and have fun together without self-consciousness has an advantage not only in providing a wholesome setting for the boy-crazy girl or the girl-crazy boy, but also for the group which does not get very much publicity. This group has never had much of a chance to meet youngsters of the opposite sex in an informal and pleasant way. These boys and girls are often neglected, and have not been taught some of the social foundations of happiness and good adjustment.

If the social needs of youth are to be met and their interests directed into wholesome channels, the school must have the co-operation of the community. Agencies such as these must combine their efforts: recreation or park department, parent-teacher associations, youth-serving organizations, churches, civic clubs, commercial-recreation proprietors, law-enforcement officials, the home, as well as the schools.

Some schools which have already begun to carry their share of this youth program, render service to all pupils but find that those who most need help are:

Children of employed mothers

Boys and girls leaving school for employment

Children living in crowded quarters or congested areas

Mentally and physically handicapped children

Children in families with economic need

Delinquent children may find enough gratification at a canteen to be diverted from anti-social ways, but some may be so constantly exposed to harmful influences in the home and community that the school's activities have no effect on their behavior. Since causes of delinquency are numerous and complex the school cannot expect its activities to be a "cure-all" until the home, church, and community agencies work together to improve conditions and relationships.

Boredom is not likely to come to the discriminating student who has developed skills and a variety of hobbies. As schools instruct and guide boys and girls so that they can distinguish between the enjoyments that enrich and enlarge their lives and those which degrade and dissipate, and as the schools train in creative activities, so will youth develop their inner resources, aptitudes and hobbies. But today we must help youth where we find them.

Today young people want a place of their own—with the kind of music and entertainment young people want, with snacks, cokes, and a chance to just "hang around". They willingly accept responsibility for planning and operating their own places. Ventures of this kind have proved outstandingly popular and successful in many cities. Some of these places where the canteen or mixer plan has been successful are: Seattle, Washington; Kalamazoo, Michigan; University School of Indiana

University; New Philadelphia, Ohio; Benjamin Franklin High School in New York City; and Summit, New Jersey. Schools in the south have also made a beginning, as reported by Dr. Harold D. Meyer of the North Carolina Recreation Committee in Chapel Hill, North Carolina. More and more schools are adopting the idea.

Leadership is the most important aspect in a youth program. In the pamphlet, *Understanding Juvenile Delinquency* (Publication 300, Children's Bureau, U. S. Dept. of Labor, 1943), right leadership is emphasized: "Leisure-time agencies must have the kind of leaders who are not merely experts in physical culture, or dramatics, or arts and crafts. They must be sensitive to the needs of children and able to meet them. They must understand the implications of human behavior and be sufficiently trained to spot the child whose actions indicate some maladjustment, as, for example, the child who always wants to be the 'boss'; the child who pursues his interests always

alone; the child who wanders around by himself and just 'watches'."

The school has taken on new responsibilities and come to grips with realities outside its gates. It wants to serve the social needs of this teen-age group. More school doors are open after 3 o'clock and more school windows are lighted for weekly or semi-weekly canteens, mixers, war services and interest clubs, with opportunity for talking over snacks and cokes. Current articles show that youths like that, and have said so.

The service costs money! But if our purpose is to adjust youth *now* we must convince those who hold the money bag that the present cost cannot be compared with the immeasurable cost of training schools, prisons, and mental institutions that care for those we neglect.

ANNA M. JONES

Guidance Director

James Otis Junior High School
New York, N.Y.

Labor Criticizes the Curriculum

(Following are excerpts from the speech of Jac Friedrich, general organizer of the Milwaukee Federated Trades Council, at the recent Wisconsin Education and Labor Conference, attended by educators and labor leaders of the state, as reported in *Wisconsin Journal of Education*.—Ed.)

We believe that our educational systems as now operated do not adequately help a large mass of students to get ready for the problems of life.

We know that a very large percentage of at least our urban school population will enter industry as workers upon completion of their schooling. Yet there is very little or no education on the subjects which they will meet in industry in our grade and high-school curriculums. As a matter of fact they often receive prejudiced misinformation in these educational institutions.

In spite of the fact that over twelve millions of workers in our Nation are members of organiza-

tions of labor, and as a consequence young men and women entering industry will surely meet organization, very little if anything is said about these organizations in our elementary schools. Too often the approach is that organization of labor is something sinister and evil and must be shunned and not talked about.

If there is a spectacular manifestation of the struggle of workers for improved conditions such as a strike, the strike and necessarily the strikers, fellow men and women of our society, are apt to be condemned by some teacher without any examination as to the underlying conditions which may justify such action.

Very little, if anything, is taught about the great peaceable accomplishments achieved by the organizations of labor through democratic processes to improve not only the lot of the great mass of the workers but of our whole social system.

Tenure Today, Gone Tomorrow

By DANIEL R. HODGDON

In a recent letter from a school-board member the following questions were asked:

1. May the tenure law for teachers be repealed by a state?

2. If it can be repealed, does it affect the present teachers who have already obtained tenure so as to deprive them of tenure, or would it only affect those who will hereafter become teachers in the state?

The answer to these questions depends upon the manner in which the tenure law is written. Some tenure laws are written in terms of a contract, and can be repealed, but the repeal would affect only teachers who had not acquired the right to tenure before the repeal. I.e., if teachers had been placed on tenure before the state repealed such a law, these teachers would remain on tenure.

If the law states only that a teacher shall be considered a permanent teacher after a probationary period, the tenure statute can be repealed for *all* teachers who have acquired the right to tenure. All teachers would then be without tenure status and subject to dismissal at the will of a board of education.

In other words, a teacher working under a state statute which provides that after he has taught in a school district for a certain probation period he shall be a permanent teacher as long as he shows efficient and good behavior, has no contract right. For that reason he may be dismissed if the tenure law is repealed by the legislature.

The United States Supreme Court has held that an act or law which merely fixes salaries creates no contract in favor of the teachers. Such salaries may be changed or altered at any time at the will of the legislature. This is also true of an act or law fixing the term or tenure of a public-school teacher, principal, or superintendent. Such laws only state a public policy, to be followed by a board of education until repealed. Tenure laws of this kind do not create a statutory contract, but merely state a policy.

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EDITOR'S NOTE: Dr. Hodgdon is glad to answer CLEARING HOUSE readers' questions concerning educational law, and to offer advice on their problems in this connection. Address him in care of THE CLEARING HOUSE, 207 Fourth Ave., New York 5, N. Y.

In Wisconsin the legislature repealed the tenure law for all teachers. The legislature by this repeal abolished the public "policy" of tenure, and placed all teachers in the same position they were in before the tenure law was passed. It blotted out the tenure act as completely as though it had never existed.

If the repeal of the tenure law is to preserve the right to tenure for all teachers who have acquired it and if it is to prevent any new teachers from obtaining tenure, these intentions must be clearly stated in the repeal. The rule is quite general that retrospective construction of a statute should not be read into a law that does not specifically state it is to act retrospectively. But this rule does not apply to a statute when it is repealed. To save teachers already on tenure and continue their tenure status, a repealing statute must have what is called a saving clause. It must state clearly that the repeal of the tenure status does not affect those who have acquired the rights of tenure. In Wisconsin the teachers apparently did not as a group try to have such a saving clause added to the repealing statute.

Much indifference on the part of teacher associations is shown in the way tenure statutes are written. It is generally conceded by the courts that a teachers' tenure statute may be so worded as to preclude any repeal for teachers who have acquired the status of tenure. The legislature of a state has the right to confer upon teachers contractual rights which may not be taken away from them by subsequent repealing or modifying acts. Such acts may state that after a certain probationary period a teacher shall have a "permanent contract". Such tenure statutes give a permanent teacher vested contractual rights, immune from legislative encroachment by subsequent repeal of the statute.

The aim of the tenure statute is to protect teachers against arbitrary or corrupt action of administrators and boards in dismissing teachers for trivial causes or refusing to reemploy teachers without justifiable causes. It is well recognized that where there is no tenure teachers are constantly on the move, to the detriment of the pupils. A lower grade of teaching ability is frequently observed and the educational system lacks that stability so necessary to make it outstanding. To re-

peal tenure is a backward step, but many of the badly worded statutes are due to the indifference or ignorance of teacher associations and groups responsible for these acts.

The Indiana tenure statute is an example of a well written tenure statute that has stood the test. The United States Supreme Court held it could not be repealed so as to affect the teachers who had acquired the status of tenure. Tenure statutes should be couched in terms that establish the creation and existence of contractual rights. Then unscrupulous politicians and legislators with little concern for education could not, because of some whim or temporary dissatisfaction, expressly repeal the tenure statute and give boards of education power to dismiss teachers who have served many years. Such dismissals have resulted in untold hardship and suffering, leaving many with no way of earning a livelihood. Pension rights may even be forfeited, so that the teacher has nothing to look forward to but the poorhouse, or support by charity or by friends. This does not conform to the true spirit of our times. Nor is it the just reward of a democracy for service rendered to the public, often on a mere existence salary.

See *State of Wisconsin ex rel Warren McKenna v. Milwaukee*, 10 N.W. (2d) 155, June 16, 1943.

Phelps v. Board of Education, 300 U. S. 319, 81 L. ed. 674, 57 S. Ct. 484.

Lapolla v. Board of Education, 172 Misc. (N.Y.) 364, 15 N.Y. S. (2d) 149.

Teachers' Tenure Act Cases, 329 Pa. 213, 197 A 344.

Walsh v. Philadelphia School System, 315 U. S. 823, 85 L. ed. 1219, 62 S. Ct. 916.

Taylor v. Board of Education, 31 Cal. App. (2d) 734, 89 P (2d) 148.

For complete discussion of various phases of tenure and contracts see 147 A.L.R. 293.

Teacher Responsible for Gun in Class

A vocational-education teacher became liable for injuries to a pupil because the teacher failed to supervise adequately the testing of live ammunition used in a gun being repaired in class. By failing to warn other pupils of danger, the teacher was liable for wounds suffered by a pupil because of the accidental discharge of a gun in the hands of another.

Some pupils seem always to be getting hurt in school. An Albany (N.Y.) boy who had suffered injuries in a previous case was shot a number of weeks later in both arms, by a pupil who brought a gun to school for repairs. When the gun appeared in a class devoted to the Defense Training Program, given in the school under the direction of a teacher

of vocational and related work, the teacher recognized at once that such an instrument might be dangerous. He consulted the assistant supervisor of vocational education, who gave him permission to have the gun repaired in the school shop.

It was obvious to anyone who saw the boy using live ammunition in the gun that it had become a dangerous instrument, and the teacher was negligent in not warning the injured pupil and all other pupils in the room that the accidental discharge of the gun was perilous. In fact he should have prevented the use of live ammunition at all.

A teacher must be conscious at all times of any possible danger to the pupils in his charge, and must warn them and prevent them from any accident within his power to prevent. A teacher who permits a pupil to use live ammunition in a gun must be held liable for damages and the injury sustained by another pupil in his class.

In this case the board of education is also liable because it failed to enact and enforce necessary rules and regulations required by law (Sec 868, subdivision 9, Education Law of the State). These rules and regulations should, among other things, forbid teachers from assigning a pupil to an activity which is inherently dangerous. The board is also under an obligation to make regulations on the care and supervision to be exercised by teachers in their respective positions. And the board is also under obligation to provide rules governing pupils who bring inherently dangerous instruments into a crowded classroom.

It is strange that so many boards of education fail completely to make such rules and regulations. They ignore the law either through ignorance of the requirement or because of indifference. The superintendent of schools, with the help of his staff, of course is the one to formulate rules and proper regulations for the board of education to adopt.

A fine example of such rules and regulations are those which were formulated by Dr. William Gore, Superintendent of Hempstead, N.Y., Schools, with the aid of his staff, and adopted by the board of education. These provisions have already paid dividends in saving the board from judgment for damages because of an injury to a pupil.

In view of the statute in the state (Education Law 569-a), the board would also be liable for the judgment against the shop teacher. A board must "save harmless" and indemnify by insurance a teacher who was negligent, if the teacher acted within the scope of his duties. If boards of education have made proper rules and regulations, they can easily define the scope of a teacher's duties.

Govel v. Board of Education of Albany, N. Y. 48 N. Y. S. (2d) 299.



BOOK REVIEWS



PHILIP W. L. COX and EARL R. GABLER, *Review Editors*

Radio Production Directing, by ALBERT R. CREWS. Boston: Houghton Mifflin Co., 1944. 550 pages, \$3.50.

Radio Production Directing presents an authoritative source of information for men and women who wish to use effectively the medium of radio. Professional radio people have been too busy in the past to devote adequate time to the organization of a thorough program of training and have had to depend largely on the training given by teachers of speech, who unfortunately have had an insufficient opportunity to obtain a background of essential technical information. This is the first volume in a series sponsored by the National Broadcasting Company for the contribution it may make to professional radio training.

The author divides the book into four sections: The Medium and the Man, The Tools of Radio Production Directing, General Production Procedure, and Application of Procedure. The last section covers programs of talks, music, news, special events, variety and dramatics, ending with a broad treatment of what every production director should know and a discussion of radio directing as a career. Thirty plates are used to illustrate various equipment and broadcast arrangements.

This book should find immediate use in radio and speech work on the college level and should be of absorbing interest to secondary-school pupils who wish to specialize in radio production.

G. W. LEMAN

Learning to Live with Others: A High School Psychology, by ALICE and LESTER D. CROW. Boston: D. C. Heath & Co., 1944. 284 pages, \$1.48.

Learning to Live with Others has been used, in manuscript form, as the basis of a successful course in Human Relationships in the Girls High School of Brooklyn. Its authors are experienced teachers; they have prepared a text that stimulates and informs as well as imparts information to students.

The book motivates the reader by the immediacy of its application to his daily life as a person as well as a pupil. The titles of the early chapters are: I. Applying Psychology to Life; II. Getting Along with People; III. Understanding Personality; IV. Developing a Fine Character; V. Why Personalities Differ; VI. Intelligence and Human Behavior; VII. Your Attitudes and Emotions; VIII. Your Drives, Motives and Ideals. Later chapters deal with learning and study, family and school life, vocational success and recreation, etc.

Throughout the text the student is encouraged to identify his own needs and desires with the topic under consideration. A special device for this process is the insertion of frequent italicized paragraphs of questions addressed to the reader; questions that the text helps him to consider. The volume is enlivened by pointed, amusing, and informing cartoons by Wyncie King.

Learning to Live with Others deserves and doubtless will achieve wide and satisfying use in progressive high schools.

P.W.L.C.

Iowa Silent Reading Tests (Elementary)—4 forms, by H. A. GREENE and V. H. KELLEY. Yonkers, N. Y.: World Book Co., 1943.

What has been said about the advanced Iowa Silent Reading Tests may be used to describe the elementary. Revision of old forms A and B to Am and Bm, and the construction of two new forms, Cm and Dm, have been accomplished. Three broad general areas of silent reading abilities are measured. These cover rate of reading at a controlled level of comprehension, comprehension of words, sentences, paragraphs, and longer articles, and ability to use skills required in locating information. The test is an excellent instrument if properly used, for the improvement of instruction.

E.R.G.

Planning for American Youth: An Educational Program for Youth of Secondary-School Age, prepared by J. PAUL LEONARD. Washington: National Association of Secondary School Principals, 1944. 64 pages, 25 cents.

Following almost immediately on the publication of *Education for All American Youths*, by the Educational Policies Commission of the National Education Association, comes this vigorous and attractive pamphlet issued by the Executive and Planning Committees and the Implementation Commission of the N.A.S.S.P. It seeks to interpret graphically and by concrete exemplification the recommendations of E.P.C. and its collaborators.

This pamphlet should be carefully studied by every high-school faculty whose members belong to the profession of education. It may distress job-holders and subject-centered instructors. But it will enliven all youthful and hopeful spirits and will challenge the vigorous ones to seek community cooperation for education as differentiated from mere schooling.

The recommendations implicit in the institutions and practices attributed to "Farmville" and "Ameri-

can City" are, of course, based on a consensus of opinion of the able consultants of E.P.C. They would not and should not satisfy the individual student of community needs. The reviewer would, for example, take exception to the implicit approval given to the dichotomy between guidance and teaching; he regrets the lack of emphasis on the topological character of the school in both publications.

Nevertheless, each faculty and each community will have to plan their own programs step by step. The authors do not offer a universal blueprint.

P.W.L.C.

Technology and Livelihood, by MARY L. FLEDDERUS and MARY VAN KLEEK. New York: Russell Sage Foundation, 1944. 230 pages, \$1.25.

Based on the voluminous government and independent research findings in the related fields of science, invention, and technology, this book comes to the major conclusion that in the twentieth century technological development resulted in labor productivity actually outrunning the possibilities of the demand for labor. The authors declare that the time has come when what is needed above all else is "a technique for designing the future." We need "to cover the larger subject of social administration of the new technology", so as to build a social order wherein raising the cultural and living standards of the people is the chief consideration.

This book cannot be wished away as a finely-spun web of utopian theorizing; it is a uniquely-documented challenge. In the following statements culled by the authors from the most authoritative sources there are spurs to our thinking about the status quo which cannot be softened by any cushion of complacency:

"Metallurgical industries, and all others, must look ahead to the day when machines and not men will be the principal organs of production." (p. 47)

"In modern production man is no longer the primary producer. Man is being used in order that production may take place. At the same time, man thus used has become highly productive. This productivity, moreover, is constantly on the increase. Of the relation of technology to livelihood it may thus be said that the technological basis for employment and living standards has been profoundly altered. With the new technology, livelihood depends not merely upon a man's individual labor, but upon his opportunity to use, in association with others, the new instruments and materials of the highly organized system of production." (p. 169)

"Increase in capacity to produce may be coupled with actual decrease in opportunities for employment in the production industries." (p. 170)

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This book should be of particular interest to those who are planning the expansion of vocational training for high-school youth. How can these vocationalists justify their lavish plans? In the face of a post-war problem of redirecting and redistributing about thirty million adults from the war industries and armed forces, and in the face of the findings in the foregoing quotations, how can the vocationalists of our secondary schools justify plans for expensive vocational school buildings with the most elaborate shops and equipment? Vocationalism would keep our schools based on the manual and mechanical operations of a technology that has become obsolete.

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MARTIN WOLFSON

Significant Aspects of American Life and Postwar Education, edited by WILLIAM C. REAVIS. Chicago: University of Chicago Press, 1944. 178 pages, \$2.

The volume contains the Proceedings of the Thirteenth Annual Conference for Administrative Offices of Public and Private Schools, held at the University of Chicago in the summer of 1944. The fifteen addresses contained are grouped under five headings: Postwar Education and the Improvement of American Life; Training for Democratic Living in the Postwar Period; Equality of Educational Opportunity for Everyone; The Changing Economy and the Relation of Government to the Economic Order; and the Educational Problems of a Changing Population.

These areas are obviously those in which most of the problems of postwar education are centered. The speakers included outstanding schoolmen and university specialists. A careful reading of the addresses will surely foster an awareness of the interrelation of the problems and programs of "educators" and of social planners.

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How to Build an Occupational Information Library, by JOHN R. YALE. Chicago: Science Research Associates, 1944. 120 pages.

The keeping of an up-to-date accurate library of occupational information has become of the greatest importance to the vocational guidance office. In this volume practical advice and explicit directions are set forth. The author deals with the purposes to be fulfilled, the current successful filing systems, the plan recommended by the Science Research Associates, the collection of material for the file, and additional material not to be included in the file. The last chapter deals with the direction of the student in familiarizing himself with occupational information. P.W.L.C.

Excellent Teachers: Their Qualities and Qualifications, by J. MCT. DANIEL. Columbia, S.C.: University of South Carolina, 1944. 308 pages.

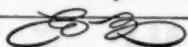
Excellent Teachers is one of four volumes of the Report of the Investigation of Educational Qualifications of Teachers in South Carolina. It deals with replies of superintendents, principals, supervisors, teachers, patrons, and pupils in response to the request (a) that they name the most excellent public-school teacher within their experience of the past fifteen years, and (b) that each list the reasons why he considers the named teacher the most excellent. As might have been anticipated, the replies under (b) reflect the stereotypes typical of the groups who responded.

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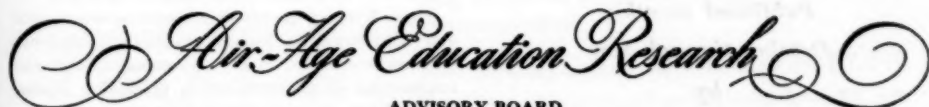
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Tertiary Education: Inglis Lecture of 1944, by **GEORGE D. STODDARD.** Cambridge: Harvard University Press, 1944. 36 pages, \$1.

Tertiary education is of two types: terminal and senior college preparatory. But "terminal" carries no implication that it is the end of education except in its formalistic institutional setting. Dr. Stoddard explains the projected "Regents Plan" for the Institutes of Applied Arts and Sciences in the State of New York for youths and young adults. The goals of the Institutes will be social intelligence and civic-economic adequacy as well as the more restricted intellectual-"cultural" outcomes. It is a program greatly needed in a world sick with war and hopelessness. P.W.L.C.

Current Conceptions of Democracy, by **JOHN R. BEERY.** Teachers College, Columbia University Contributions to Education, No. 888. New York: Bureau of Publications, Teachers College, Columbia University, 1944. 110 pages, \$1.85.

In this world crisis with millions fighting to preserve democracy, surely it is well to know what common people think democracy is. This book describes a method by which many aspects of democracy were carefully stated in short, clear sentences, and the reactions of about a thousand adults to them ascertained.

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Gateways to Readable Books, by RUTH STRANG, ALICE CHECKOVITZ, CHRISTINE GILBERT, and MARGARET SCOGGIN. New York: H. W. Wilson Co., 1944. 104 pages, \$1.25.

Much scolding has been directed at youths and their elementary-school teachers because many adolescents both dislike to read and have less reading ability than teachers say they ought to have. There has been a dearth of intelligent and resourceful measures or even of hypotheses to meet this allegedly grievous situation. Reading clinics are better than subject failures and non-promotions, but they are at best negative in relation to motive and self-assertion.

The compilers of this graded list of books in many fields for adolescents who find reading difficult have, however, established one fruitful hypothesis: viz., if these non-readers could be supplied with books suitable for their ages which they can read browsingly, they will in some or many cases read. This bibliography contains some 700 titles of such books classified under Adventure, Animal Life, Books That Make You Laugh, Choosing Your Job, Flying, Hobbies, How to be Popular, etc. It should be of very great value to school librarians, counselors, and English teachers.

P.W.L.C.

Postwar Planning for Peace and Employment, edited by HARRY W. LAIDLER. New York: League for Industrial Democracy, 1944. 64 pages, 25 cents.

This pamphlet contains the speeches given at the spring conference on "Free Enterprise, Social Planning, and the Postwar World" under the auspices of the League for Industrial Democracy last May. The participants were Walter Nash, president of the International Labor Office Conference; Emile Rieve, president of the Textile Workers Union; Professor John L. Childs of Teachers College, Columbia University; Charles Abrams of the National Public Housing Conference; J. King Gordon, formerly vice-chairman, Canadian Commonwealth Federation; Judge Thurman Arnold; and Norman Thomas. The major official statements of policies and ideals for the postwar world are printed in the last five pages.

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PAMPHLET NOTES

FOOD HABITS: *A Study of Methods of Changing Food Habits of Rural Children in Dakota County, Minn.* is the title of Nutrition Education Series Pamphlet No. 5, issued by the U. S. Office of Education. So regularly do we teachers unconsciously subscribe to the myth that a subject taught—e.g., physical education, home economics, industrial arts, English—justifies the expenditures of time, energy, and money involved by virtue of its title or course content, that we must welcome an analysis of procedures in a case where the result was determined to be good by careful check. Previous studies had shown that in typical cases, pupils who have pursued courses in nutrition, science, civics, etc., differ not at all in their behavior patterns from those youths who have not had such courses.

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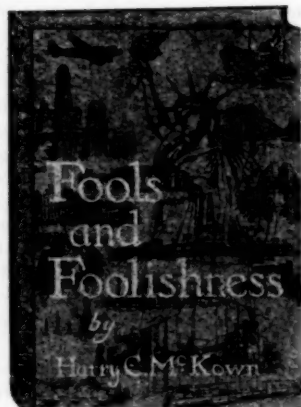
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Edison's light bulb was "merely an electric doodad?"

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FILM NEWS



By GRACE GILBERT

IN CONTINUING the propaganda category of films, the barest sketching of certain selected areas of school interest is here given. Film-wise teachers will be able to fill in the obvious gaps with any number of films they may have used in the past. Again a note of preaching: the fact that these films are of the propaganda type or have some particular "axe to grind" doesn't invalidate them in the least. They are all extremely useful films, especially if the teacher and the class are aware of the point of view expressed and prepared to discuss its value objectively.

Social Studies

One exciting item in the social-studies field is a new film strip (to be run on any silent single-frame 35mm film-strip projector—there are many around and they are simple devices to operate). This is *WE ARE ALL BROTHERS*, based on the Public Affairs pamphlet, *Races of Mankind*.

The film explodes many commonly held stereotypes and prejudices on the problems of race. For example, it shows that there is no such thing as an Aryan race, a Jewish race, an inventor race, etc., but that all peoples are mixed in type and pretty much alike under their surface differences. The strip makes an appeal to think problems through in terms of facts and the essential brotherhood of man. The film strip contains 60 frames and is available for sale only at \$1 plus postage.

A written commentary (especially geared to the youthful school groups) accompanies the strip, to be read by the teacher or class-discussion leader. This film strip is a particularly provocative medium for the discussion of the problems of race prejudice in the many forms in which it exists today.

Political Propaganda

On the political side, and timely for its point of view on the Dumbarton Oaks conference, is another silent film strip called *HOW TO CONQUER WAR* (169 frames, 35mm, sale only at \$5 plus postage).

Advancing the federal world government idea commonly associated with Clarence Streit's name, this rather lengthy film strip takes a scholarly inventory of the pattern of cycles of war and peace in man's social group, from the cave man to our present complicated political associations. It makes a strong case for worldwide union to insure lasting peace. Although the point of view taken is very

definite and special, this film strip is an interesting instrument to stimulate discussion of the problems and methods of organizing for lasting world peace. Current-events teachers or teachers of history, anthropology and allied subjects should take note of the offering for use with their high-school class groups. A written commentary also accompanies this film strip.

The list of political motion picture films available today is extensive. Our own governmental agencies have put out scores and scores of pictures detailing the many aspects of our joint struggle with the other United Nations against our common enemies. Some of these films, such as the Frank Capra "Why We Fight" series, constitute first-rate achievements in popular enlightenment. Such films as *PRELUDE TO WAR*, *BATTLE OF RUSSIA*, and *BATTLE OF BRITAIN* are among the finest political propaganda productions released during the war.

Another dramatic achievement by American filmmakers is *KNOW YOUR ALLY—BRITAIN* (5 reels, sound, \$1.50 a day). This film, made by the United States Army Special Services Division as the first of a series on the United Nations, was planned to help acquaint American soldiers with life in England. It is a first-rate description of how Britain and her people look and act, what makes them different from Americans and in what ways they are similar—altogether an indispensable and very American introduction to our ally.

THE SPANISH EARTH (6 reels, \$12 a day, English commentary) is also a propaganda film of dramatic content. Another Joris Ivens production, this is an unusual picture of civil war—the struggle of the Spanish people against a military combination of Spanish fascists and mechanized German and Italian forces. The film stars the peasants and their land, each of which contribute their utmost in warding off a formidable enemy. Ernest Hemingway wrote and narrated the eloquent commentary. Virgil Thomson and Marc Blitzstein composed the musical score.

Note: For all films listed here, apply to your nearest distributor. If the distributor does not have prints, New York University Film Library (71 Washington Square South, New York 12, N.Y.), of which the writer is director, will supply prints or inform you where they can be obtained.

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SCHOOL NEWS DIGEST

(Continued from page 317)

not announced the number of classes with more than 35 pupils, but not more than 40.

HOME VISITS: When an epidemic delayed the opening of Detroit, Mich., schools in September 1944, states *Michigan Education Journal*, school officials organized a home visitation program which sent teachers all over the city, meeting their pupils' parents. This apparently was a new experience for the teachers, who became enthusiastic about the "home visitation innovation", and "expressed hope that frequent calls might be made throughout the year".

LICENSE: Should pupils be granted driver licenses upon the school's certification? This suggestion was recommended for further study at the recent School and College program of the National Safety Congress in Chicago.

MARITIME: The world's first maritime high school is being planned for post-war New York City, states *Vocational Trends*. The 3,000 pupils to be accommodated will receive training in sea

and shore duties in all branches of the maritime industry. The building will have departments corresponding to each department on a ship—engine room on first floor; deck and radio department, upper floors; bridge, on the roof, where celestial navigation and signaling will be taught.

SALARIES: The average salary of beginning teachers from all Michigan colleges, \$1,200 in 1941, has now increased to \$1,700, states *Michigan Education Journal*. The average only a year ago was \$1,525, whereas the minimum this year, with very few exceptions, is \$1,600. Some new teachers are receiving \$1,800 to \$1,900. Officials who made this survey report that teachers frequently refuse to accept good-paying conditions in small towns, where they would be subject to criticism of their personal lives.

SCHOOLING: Some 34% of West Virginians who are 25 years old and over have completed only the sixth grade or less, states the *West Virginia School Journal* on the basis of 1940 census figures. Only 17.6% of the population of the same age had completed high school, and only 3.4% had had 4 or more years of college work. These figures rank West Virginia "well down toward the bottom among the states of the Union."

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